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DBE 3
DECENTRALIZED BASIC EDUCATION
Life Skills for Youth

Decentralized Basic Education Three (DBE3)
Relevant Education for Youth

Annual Report

October 2007 through September 2008

Volume 2
Monitoring Report

Save the Children

AED
Academy for Educational Development

IRD

Table of Terms and Abbreviations

AED	Academy for Educational Development
APBD	*Anggaran Pendapatan dan Belanja Dearah* (regional budget)
BAPPEDA	Government Planning Board
BEP	Basic Education Project (funded by AusAid)
BPPLSP	*Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda* (regional center/workshop for the development of NFE and youth)
BTL	Better Teaching and Learning
CDC	Curriculum Development Center
CE	Civics Education
COP	Chief of Party/Program Director
CLC	Community Learning Center
CLCC	Creating Learning Communities for Children
CSO	Community Service Organizations
CSR	Corporate Social Responsibility
CTLD	Centre for Teaching and Learning Development
DBE	Decentralized Basic Education
DBE1	Improving the Quality of Management and Governance
DBE2	Improving the Quality of Primary Teaching and Learning
DBE3	Improving the Relevance of Junior Secondary and Non formal Education to Work and Life Skills
DEE	Directorate of Equivalency Education
DG QI	Directorate General of Quality Improvement of Teachers and Education Personnel (PMPTK)
DG Non formal	Directorate General of Non formal and Informal Education
DINAS	Provincial or district education office
DIKNAS	*Dinas Pendidikan Nasional* (National Education Office)
DIP	Detailed Implementation Plan
DNFEF	District Non Formal Education Facilitator
DNFEM	District Non formal Education Manager
DNFEP	District Non formal Education Partner
DO	District Officer
DPRD	Dewan Perwakilan Rakyat Daerah (Regional House of Representatives)
DT	District facilitator
FEA	Formal Education Advisor
GoI	Government of Indonesia
ICCE	Indonesian Center for Civics Education
IEA	Islamic Education Advisor
IR	Intermediate Result
IRD	International Relief and Development
IDCJ	International Development Center Japan
ICT	Information & communications technologies
ILO EAST Project	ILO Program on Education and Skills Training for Youth
IPS	*Ilmu Pengetahuan Sosial* (Social Knowledge)
IT	Information & technology
IM	Instructional module
KKKS	*Kelompok Kerja Kepala Sekolah* (School Principals Working group for elementary schools)
LS	Life Skills
KKG	*Kelompok Kerja Guru* (Elementary school teachers professional development network)

LPMP	*Lembaga Peningkatan Mutu Pendidikan* (Institute for Assuring the Quality of Educational Personnel – MONE)
LSE	Life Skills Education
M&E	Monitoring & Evaluation
MEA	Monitoring & Evaluation Advisor
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MBE	Managing Basic Education
MGMP	*Musyawarah Guru Mata Pelajaran* (junior high school subject teacher association)
MAPENDA	*Madrasah dan Pendidikan Agama* (Madrasah and Religious Education – a section of Religious Affairs)
MKKS	*Musyawarah Kerja Kepala Sekolah* (School Principal Working Group)
MT	Management Team
MTE	Mid-Term Evaluation
NCG	Non Cash Grant
NFE	Non formal Education
NFEA	Non formal Education Advisor
NFEF	NFE Facilitator
NGO/LSM	*Lembaga Swadaya Masyarakat* (Non Government Organization)
OM	Operations Manager
OSIS	*Organisasi Siswa Intra Sekolah* (Student Council)
PC	Provincial Coordinator
PK Pontren	*Pembina Keagamaan Pondok Pesantren*
PKn	*Pendidikan Kewarganegaraan* (Citizenship Education)
PMAB	Program Management Advisory Board
PPA	Public-Private Alliances
PPAC	Public Private Alliance & Communications
PMPTK	*Ditjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan* (Directorate General for Quality Improvement of Teachers and Education Personnel)
PPPG	*Pusat Pengembangan dan Penataran Guru* (in-service teacher training center) (now P4TK)
P4TK	*Pusat Pengembangan Permberdayaan dan Tenaga Kependidikan* (subject matter teacher training centers)
PusKur	*Pusat Kurikulum* (Curriculum Development Center)
PKBM	*Pusat Kegiatan Belajar Masyarakat* (Community Learning Center, CLC that is run by community)
PMAB	Program Management Advisory Board
REDIP	Regional Educational Development and Improvement Program
RELO	Regional English Language Office
SC	Save the Children Federation, Inc
SMA/SMK	Senior high school/Vocational high school
SMP	Junior secondary school
SKB	Learning center (goverment-run)
STTA	Short-Term Technical Assistance
TAF	The Asia Foundation
ToT	Training of Trainers
USAID	United State Agency for International Development
YDS	Youth Development Specialist

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Introduction

This document presents the Monitoring Report of the Decentralized Basic Education Three (DBE3) project for the period October 2007 through to September 2008. The submission of this report is in accordance with the project reporting requirements.

This report includes 3 main sections. The **first section** of the report provides some general information about how DBE3 has monitored the project progress and impact during 2007/08. **Section Two** presents the findings on the progress made towards achieving the DBE3 project results by reviewing the data for each of the 35 project indicators grouped by intermediate result. **Section three** presents a brief summary of the progress made by the project.

There are ten annexes enumerating **(A)** DBE3 Monitoring and Evaluation Plan **(B)** Number of Students and Teachers in DBE3 School Partners by Cohort, Province, District and School (**C)** Number of Learners and Tutors in DBE3 Non Formal Education Providers by Cohort, Province and District **(D)** DBE3 Core Trainers 2007/08 **(E)** Teachers in Non Target Schools Participating in DBE3 Training **(F)** Data of Students by Cohort and School Type 2007/08 **G)** Target Schools by Province and District reporting a decrease in the drop out rate in 2007/08 compared to baseline data **(H)** Data of Teachers by Cohort and School Type (**(I)** Non Cash Grants Program for Non Formal Education 2007/08 **(J)** Number of Tutors from Target Non Formal Education Providers trained in 2007/08 by Province, District NFE Provider Type.

Executive Summary

The Decentralized Basic Education Three (DBE3) project is a five year project developed by USAID Indonesia to support the improvement of the quality of decentralized basic education in Indonesia. The primary aims of the project are to:

- Improve the basic education received by students in junior high school so that it directly relates to the skills needed upon entering the workforce; and
- Assist youth who have dropped out of school before receiving their junior high school certificate to build the skills needed to better participate in the community and workforce.

During the past year, DBE3 has been working in 196 schools and 191 non formal education providers in 44 districts across 6 provinces to improve the relevance of education for youth by integrating life skills education. Throughout the year, the project has continued to monitor project impact and progress towards the following three intermediate results.

- Intermediate Result 1: More Supportive Environment to improve and sustain the quality of youth education programs
- Intermediate Result 2: Junior Secondary School students are better prepared for life long learning, entrance into the work force and participation in community development
- Intermediate Result 3: Out of School Youth are better prepared for life long learning, entrance into the work force and participation in community development

This report presents the findings of the project monitoring and summarizes the impact and progress achieved by the project towards these intermediate results during 2007/08.

Project monitoring has been based on performance indicators agreed with USAID. DBE3 measures 35 indicators. The aspects of DBE3 being monitored can be divided into the following areas:

- Outcomes Indicators: Measuring the impact of the project interventions in target areas (e.g. number of partnerships generated as a result of the project, student' satisfaction) and dissemination to non target areas.
- Input Indicators: Measuring the inputs from the project (e.g. institutions and individuals directly benefiting from project activities, how many schools served, students using project materials, teachers trained).

The program of monitoring and evaluation for the period under report started between October and November 2007 and data was collected from all 44 DBE3 target districts, 196 schools and 191 Non Formal Education providers.

Data was gathered using a variety of instruments including structured questionnaires, examination of documentary evidence, discussion with students, teachers, tutors, head teachers, non formal education provider managers and local government officials and direct observation.

Project monitors included DBE3 District Officers and District Trainers. Each participating monitor attended training by DBE3 to ensure they understood how to use the instruments and to ensure instruments were used consistently across the DBE3 Project areas.

Every effort has been made to secure the integrity of the data presented in this report. Strategies to ensure validity and reliability have included using primary, objective and observable sources of information (rather than secondary) as much as possible and seeking confirming evidence and cross checking of processes and outcomes.

The findings show that the impact and progress of DBE3 over 2007/08 has been inconsistent. DBE3 has made significant accomplishments in some areas and less so in others.

As the summary of project achievements against targets below indicates, of the 35 indicators used to measure results of the project, during 2007/08 DBE3 was successful in achieving the targets for 18 of the indicators, or 51%. Of these 18, the targets of more than three quarters were exceeded and in some cases significantly. However, the project did not attain the targets for 17 (49%) of the indicators. In many cases the project just fell short of the target whereas in other areas, the results were very disappointing.

The results show that DBE3 has been more successful in making progress towards result 1 and 2 and less so towards result 3.

- Of the 15 indicators used to measure progress towards intermediate result 1, 10 of the 2007/08 targets were attained
- Of the 10 indicators used to measure the impact of the formal education program, 6 of the 2007/08 targets were achieved.
- Of the 10 key indicators used to measure the success of the non formal education program, 2 of the targets for 2007/08 were attained.

Even within the formal education program, some interventions had a greater impact than others. The teacher training program on integrating life skills into the curriculum was more successful than the non curricular or school retention (dropout prevention) activities.

The purpose of project monitoring is to gather information, assess implementation and make decisions on appropriate courses of action to improve the project impact. DBE3 has already acted on the findings from project monitoring together with along with results from the independent mid term evaluation and an internal evaluation and has adjusted the project. Key changes to the project for 2008/09 include:

- Phasing out of Non Formal Education (IR3) and focus on Formal Education (IR2)
- Within Formal Education focus on teacher training and limit interventions on drop out and non curricular activities

Finally, it is important to note that statistics alone do not denote achievements and accomplishments. Over the life of the project, including the past year, DBE3 has developed solid foundations on which to build and has positively impacted junior secondary education and individuals.

Summary of Project Achievements against targets 2007/08

	Indicator	2007/08 Target	2007/08 Actual		DBE3 Target against Actual
1.1	Number of Public Private Alliances initiated centrally to improve and sustain the quality of youth education programs	1	1	√	DBE3 achieved 100% of its target
1.2	MONE/MORA and or other Institutions use DBE3 Non Formal Education Materials in non target districts and provinces	1	0	X	DBE3 achieved 0% of its target
1.1.1	Number of non target districts in target provinces that report using DBE3 formal education modules and/or toolkits	5	5	√	DBE3 achieved 100% of its target
1.1.2	Number of DBE3 trained core trainers with knowledge and skills to replicate/disseminate DBE3 related training for life skills across the formal junior secondary curriculum	56	47	X	DBE3 achieved 83.9% of its target.
1.1.3	Number of DBE3 produced Paket B student activity books and CD Roms distributed throughout the country	150	250	√	DBE3 exceeded its target by more approximately 60%.
1.1.4	Number of National Level DEE and MORA staff trained on innovations to strengthen assessment and certification of Paket B	0	0	X	-
1.1.5	Number of National Level DEE and MORA staff trained to strengthen the monitoring and evaluation of Paket B	5	0	X	DBE3 achieved 0% of its target
1.2.1	Number of Target Districts that undertake new activities to support quality youth education programs that build life skills	7	15	√	DBE3 surpassed its target by more than 100%.
1.2.2	Number of DBE3 District NFE Facilitators trained to on management and life skills learning	46	123	√	DBE3 exceeded its target by 167%
1.2.3	Number of District NFE Facilitators that provide follow up support to target NFE Providers	C1: 35 C2: 42	C1: 56 C2: 62	√	C1- 160% of the project target was achieved C2- 147% of the project target was achieved
1.2.4	Number of non target junior secondary schools in target districts that are implementing youth life skills toolkits	10	773	√	DBE3 far exceeded the project target for 2007/08
1.2.5	Number of teachers in non target schools in target districts trained to provide opportunities for youth to develop life skills	C1: 879 C2: 1173	C1: 2519 C2: 5814	√	C1: DBE3 far exceeded the project target for 2007/08 C2: DBE3 far exceeded the project target for 2007/08
1.3 .1	Number of Target schools and non formal education providers that implement activities to help youth learn about work/career opportunities in their area	C1: 40 Schools, 45 NFEP C2: 64 Schools, 60 NFEP	C1: 57 Schools and 67 NFEP C2: 47 Schools and 43 NFEP.	√	C1: DBE3 bettered its target C2: The project achieved 90% of its target

Summary of Project Achievements against targets 2007/08

	Indicator	2007/08 Target	2007/08 Actual		DBE3 Target against Actual
1.3.2	Number of Target Schools and Non Formal Education Providers that conduct follow up activities with the private sector as a result of DBE3 training	C1: 26 Schools, 29 NFEP C2 – 9 schools, 8 NFEP	C1: 53 Schools and 49 NFEP C2: 25 schools and 38 NFEP	√ √	C1: DBE3 exceeded its target C1: DBE3 exceeded its target
1.3.3	Value of Cash and In Kind Contributions from profit and non profit organizations and individuals to support quality youth education programs	US$ 512,000	204, 625 US$	X	40% of the project target was achieved
2.1	Number of students enrolled in target junior secondary schools who access DBE3 assisted life skills education	C1: 59, 430 C2: 43, 756	C1: 60, 142 C2: 47, 088	√	C1: DBE3 exceeded the target by 712 students C2: DBE3 exceeded the target by 3, 332 students
2.2	Percentage of Junior Secondary in target schools who have successfully developed a predetermined set of life skills competencies	C1: 50%	C1: 93.3%	√	DBE3 significantly exceeded its target
2.3	Decrease in junior secondary school drop out rate in targeted schools	C1: 50%	C1: 71%	√	DBE3 achieved more than its target
2.1.1	Percentage of teachers in target schools who employ activity based learning approaches to build life skills through the curriculum	85%	85.8%	√	DBE3 attained its target
2.1.2	Number of target teacher networks that develop life skills materials for youth	C1: 31	C1: 86	√	DBE3 achieved 277% of its target
2.1.3	Number of teachers in target schools participating in DBE3 training	2208	7056	√	DBE3 surpassed the target by 4848
2.1.4	Increase in the percentage of youth in target schools who report being satisfied with their classroom experience	60%	25%	X	DBE3 achieved 41% of its target
2.2.1	Number of Target Schools that use DBE3 related toolkit activities in non curricular activities	C1: 62 schools C2: 55 schools	C1: 32 schools C2: 30 schools	X	DBE3 did not achieve its target in either cohort
2.2.2	Percentage of Youth in target schools that report satisfaction with activities based on the non curricular toolkits	C1: 75%	C1: 63%	X	The project achieved 84% of its target
2.3.1	Number of target junior secondary schools using DBE3 assisted approached to support youth to stay in school	C1: 83 Schools	C1: 30 Schools	X	DBE3 achieved 36% of its target

	Indicator	2007/08 Target	2007/08 Actual		Target Against Actual
3.1	Number of target NFE providers using DBE3 materials to support youth to develop life skills	C1: 114 C2: 55	C1: 26 C2: 32	X	DBE3 did not achieve its target in either cohort
3.2	Number of target NFE providers which actively involve youth in assessing life skills training needs, opportunities and program design	C1: 68 C2: 55	C1: 65 C2: 39	X	C1: DBE3 achieved 95.5% of its target C2: DBE3 achieved 65% of its target
3.3	Number of out of school youth who access DBE3 assisted life skills training	C1: 5358 C2: 3995	C1: 5756 C2: 4846	√	DBE3 exceeded its target in both cohorts
3.4	Number of out of school youth who access DBE3 assisted Paket B programs	C1: 3, 420 C2: 2, 250	C1: 3942 C2: 3587	√	C1: The project surpassed its target by 522 learners C2: The project surpassed its target by 1137 learners
3.1.1	Number of Target Non Formal Education Providers that produce center and/or organizational plans as a result of DBE3 training	C1: 79 C2: 42	C1: 48 C2: 28	X	DBE3 achieved 60.7% of its target DBE3 achieved 66.6% of its target
3.1.2	Number of Target Non Formal Education Providers managers that use the DBE3 management toolkit	C1: 102 C2: 76	C1: 13 C2: 11	X	The project achieved 12.7% of its target The project achieved 14.4% of its target
3.1.3	Number of Target Non Formal Education Providers that use DBE3 small sub grants/resources	C1: 102 C2: 42	C1: 96 C2: 0	X	DBE3 accomplished 90% of its target DBE3 accomplished 0% of its target
3.2.1	Number of Target Non Formal Education Providers that use DBE3 produced student activity book	C1: 91 C2: 72	C1: 4 C2: 14	X	The project achieved 4.3% of its target The project achieved 19% of its target
3.2.2	Number of Non Formal Education Learners using USAID produced junior secondary education equivalency materials	C1: 2736 C2: 1800	C1: 157 C2: 502	X	5.7% of project target achieved 27.8% of project target achieved
3.2.3	Number of Target Non Formal Education Providers tutors trained	C2: 255	C2: 172	X	DBE3 attained 67.4% of the project target

Section One: Monitoring Project Impact and Inputs

Overview

The Decentralized Basic Education Three (DBE3) project is a five year project to support the improvement of the quality of decentralized basic education in Indonesia. The project works with Government, the private sector, community groups and other stakeholders to improve the relevance of formal and non formal Junior Secondary Education through three inter-related objectives:

- To create a more supportive environment to improve, capacity and sustain and disseminate the quality of youth education programs
- To better prepare Junior secondary school[1] students for lifelong learning, entrance into the workforce and participation in community development
- To better prepare out-of-school youth for lifelong learning, entrance into the workforce and participation in community development

DBE3 has been working in two cohorts in 196 schools 191 non formal education providers in 44 districts across 6 provinces to improve the relevance of education for youth by integrating life skills education. This monitoring report is based on all program activities, outcomes and impact in all target schools and non formal education providers in all districts

Project monitoring has been based on performance indicators agreed with USAID. DBE3 measures 35 indicators. These Indicators and targets are included in the DBE3 Monitoring and Evaluation Plan which is presented in annex A. The aspects of DBE3 being monitored can be divided into the following areas:

- **Outcomes Indicators:** Measuring the impact of the project interventions in target areas (e.g. number of partnerships generated as a result of the project, student' satisfaction) and dissemination to non target areas.
- **Input Indicators:** Measuring the inputs from the project (e.g. institutions and individuals directly benefiting from project activities, how many schools served, students using project materials, teachers trained).

The Monitoring Process

The program of monitoring and evaluation for the period under report started between October and November 2007. Data was collected quarterly, semi annually and annually depending on the indicator being measured. Final data collection for the year took place in September 2008.

Data was collected from all 44 DBE3 target districts, 196 schools and 191 Non Formal Education providers. Annex B presents target school; student and teacher data by cohort, province and district for 2007 – 2008 and annex C presents target non formal education provider tutor and learner data by cohort and province.

In terms of teachers and students the monitoring data presented is from a sample from each of the target schools and non formal education providers. Teachers and students were selected to give a representative sample of different ages, grades and subjects. More details about the samples are included in the discussion of the individual indicators.

Data was gathered using a variety of instruments including structured questionnaires, examination of documentary evidence, discussion with students, teachers, tutors, head teachers, non formal education provider managers and local government officials and direct observation.

[1] DBE3 uses the general term "Schools" to cover both SMP and Madrasah Tsanawiyah. Where the term target schools is used within this report it therefore refers to both types.

Monitoring teams included DBE3 District Officers and District Trainers. Each participating monitor attended training by DBE3 to ensure they understood how to use the instruments and to ensure instruments were used consistently across the DBE3 Project areas. To enhance integrity of the data explicit written materials in the form of a Project Monitoring and Evaluation Manual was prepared and provided to monitors.

Data collected was entered by DBE3 Provincial Staff into the PDMS the DBE3 Project Data Management System (Microsoft Access). Data was compiled and extracted and analyzed by the DBE3 Monitoring and Evaluation Specialist and Monitoring and Evaluation Consultants.

The Monitoring Data

Every effort has been made to secure the integrity of the data presented in this report. Strategies to ensure validity and reliability have included using primary, objective and observable sources of information (rather than secondary) as much as possible and seeking confirming evidence and cross checking of processes and outcomes.

As a final check, data presented in this report has been examined for consistency and for unusual patterns or questionable results. Issues from this checking have been discussed and sources checked. DBE3 held a project meeting to discuss the final data presented in this report with all field staff in November 2008.

Although every care has been taken in collecting and analyzing data it is inevitable that some errors have been made and that there will have been differences in interpretation of instruction by different monitors at different times.

Section Two: Findings

This section presents the findings on the progress made towards achieving the DBE3 project results by reviewing the data for each of the 35 project indicators. Indicators are grouped by intermediate result.

The data is presented around each of the intermediate results and categorized under the sub intermediate results. For each of the 35 indicators, a table is provided which includes:

- Intermediate Result the indicator is intended to monitor progress towards
- Indicator and the 2008 target
- Summary of the results of the monitoring data and whether the DBE3 target for 2008 has been achieved

A brief clarification and discussion of the results follows the table.

Intermediate Result 1: More Supportive Environment to Improve and Sustain the Quality of Youth Education Programs

The first DBE3 objective (intermediate result 1) focuses on strengthening the support for and capacity of Government at national and local district level to improve the quality of youth education.

The project has worked to achieve this by (a) developing and implementing a model of good practice of reform to improve the quality and relevance of Junior Secondary Education (b) building the capacity of national and districts to support and disseminate the model and (c) fostering commitment, systems and processes for post-DBE3 sustained action.

DBE3 looked for evidence of achieving this objective by monitoring progress towards achieving the following sub intermediate results:

- IR 1.1 Knowledge and skills built within the education system to expand quality youth education programs
- IR 1.2 Target districts adopt measures to Measures adopted by target districts to promote the sustainability of DBE3 initiatives
- IR 1.3 Alliances/Partnerships between communities, government and the private sector to increase the resources for and quality of youth life skills development

Indicators of success in achieving these results are specified in the monitoring and evaluation plan, the following presents the progress made in 2007 – 2008 towards achieving the result.

Intermediate Result 1:	***Indicator***	***2008 Target***
More Supportive Environment to improve and sustain the quality of youth education programs	*1.1 Number of Public Private Alliances initiated centrally to improve and sustain the quality of youth education programs*	*1*

Summary of Results

- *1 Public Private Alliance was initiated in 2007/08*
- *100% of target achieved*

DBE3 works to develop and manage Public Private Alliances at the Central level to enhance the potential impact and geographic coverage of the project. The project seeks to create Public Private Alliances which not only expand project activities in terms of better preparing youth to take a full and successful role in the modern world by equipping them with the necessary skills, knowledge and values, but also activities which although outside the immediate project scope, address educational issues which complement the focus of the project. Moreover, DBE3 tries to establish Public Private

Alliances which can reach areas, which are generally harder and more expensive for the project to access alone.

During the year under report, DBE3 achieved its target and successfully initiated 1 additional Public Private Alliance with Conoco Phillips, the aim of this Alliance was to equip youth with skills and knowledge related to disaster preparedness by preparing and disseminating a pocket guide and performance for students by students.

Intermediate Result 1:	***Indicator***	***2008 Target***
More Supportive Environment to improve and sustain the quality of youth education programs	*1.2 MONE/MORA and or other Institutions use DBE3 Non Formal Education Materials in non target districts and provinces*	*1*

Results

- *0 MONE/MORA or other Institutions reported using DBE3 Non Formal Education materials in non target districts and provinces*
- *0% of target achieved*

Data collected during 2007 – 2008 shows that no MONE/MORA and or other Institutions used DBE3 Non Formal Education materials in non target districts and provinces. The project considers that the decision early in 2008 to phase out of Non Formal Education activities following the results of the mid term evaluation negatively impacted the motivation of the project staff and more importantly the national and district non formal education trainers to advocate for and promote wider dissemination and use of the project materials.

However, although no MONE/MORA or other Institutions have used DBE3 Non Formal Education materials in non target districts and provinces, there have been a few examples of wider dissemination of the DBE3 Non Formal Education materials within target districts for example, Bojonegoro in East Java allocated 400, 000, 000 IDR for the dissemination of the DBE3 non formal education training and moreover, other projects, such as ILO have expressed an interest in using DBE3 Non Formal Education materials and core and district facilitators and have met with DBE3 staff on a number of occasions.

Sub Intermediate Result 1.1: Knowledge and Skills built within the education system to expand quality youth education programs

Intermediate Result	***Indicator***	***2008 Target***
1.1 *Knowledge and Skills built within the education system to expand quality youth education programs*	***1.1.1*** *Number of non target districts in target provinces that report using DBE3 formal education modules and/or toolkits*	*5*

Results

- *5 Non Target Districts reported using DBE3 formal education modules and/or toolkits in 2007 – 2008*
- *100% of target achieved*

Throughout all project activities DBE3 seeks to institutionalize program interventions within appropriate existing MONE and MORA systems and institutions to ensure sustainability of interventions and the wider scale-up or dissemination of program best practices. Dissemination at the local level and particularly to new districts is a key aim of the project. DBE3 monitors local dissemination of formal education project interventions on an on going basis with District Dinas and MORA staff and through DBE3 District Trainers.

DBE3 supported a variety of dissemination strategies for formal education during the year. This included dissemination to non target districts. As the table below shows during 2007 – 2008 DBE3 successfully supported 5 non target districts in target provinces to use DBE3 modules and or toolkits during the year under review. These districts were in North Sumatra (Serdang Bedagai and Kota Medan) and Central Java (Wonogiri). All 5 districts reported using the DBE3 foundation modules and in particular the Better Teaching and Learning module, none reported using the non curricular or school retention toolkit. The dissemination was funded through a variety of sources. Dissemination in Wonogiri was carried out to all Madrasah Tsanawiyah and funded by the Madrasah's themselves whereas in Serang funds came from MGMP,MONE, MORA and Muhammediyah.

Table 1: Number of Non Target Districts in Target Provinces using DBE3 Formal Education modules and/or toolkits

Year	Province	# Non Target Districts
2007 – 2008	Banten	0
	Central Java	1
	East Java	0
	North Sumatra	2
	South Sulawesi	0
	West Java	2

The fact that dissemination of DBE3 was taking place outside of target districts is impressive and shows that DBE3 has been successful in creating a formal education strategy and model which is useful and in demand beyond the immediate project area. Other non target districts have planned to use the DBE3 formal education materials in 2008 – 2009.

However, it should be noted that during 2007/08, the majority of DBE3 supported dissemination was not carried out in non target districts but within target districts to additional schools, teachers and sub districts. This dissemination was generally not organized by the district education office but from numerous sources including organizations (such as Muhammediyah), MGMP, MMKS schools and even by individual people and schools.

Many individual non target schools provided funds for the dissemination of DBE3 activities to their teachers. For example, SMPN Kertosono in Nganjuk, East Java committed 3, 000, 000 IDR to train their teachers on the DBE3 Student Governance toolkit whilst 3 private schools in Sidoarjo (Dharma Wwaniya 3, SMP PGRI 7 and SMP Wachid Hasyim) committed 12, 000, 000 IDR towards training 38 of their teachers using the Better Teaching and Learning Module. Most dissemination centered on the DBE3 Foundation modules and typically dissemination activities took the form of locally funded teacher training activities on the DBE3 foundation modules (most commonly the Better Teaching and Learning Module). In all dissemination activities, District trainers played a key role in advocating for dissemination as well as conducting the training.

Intermediate Result 1.1	***Indicator***	***2008 Target***
Knowledge and Skills built within the education system to expand quality youth education programs	***1.1.2** Number of DBE3 trained core trainers with knowledge and skills to replicate/disseminate DBE3 related training for life skills across the formal junior secondary curriculum*	*56*

Results

- *47 out of 53 Core Trainers (88.6%) of those trained demonstrated knowledge and skills to replicate/disseminate DBE3 training across the junior secondary curriculum*
- *83.9% of target achieved*

The DBE3 planned program includes a number of training activities. To implement the training program, DBE3 adopts a cascade training approach and is supported the implementation of the training activities by a group of core (national) and district trainers. Core trainers attend workshops at the national level to (1) learn both what and how to train from DBE3 technical staff and consultants (2) train the teams of district trainers in each district and (3) support district trainers when conducting training of teachers, school principals, parents and students.

As the knowledge and skills of these trainers is essential to the success of the program, DBE3 conducts a performance assessment of these core trainers both at the national level workshop and as core trainers conduct the training at the regional level. The performance assessment examines such items as trainers' grasp of the content of the training but also their ability to train experienced teachers in an interactive and participatory manner. During 2007 – 2008, DBE3 conducted 3 core trainers' workshops to provide refresher training for a total of 53 core trainers as follows:

- 18 Mathematics core trainers,
- 25 English core trainers
- 15 Civics core trainers

A list of the 53 DBE3 core trainers participating in workshops in 2007 – 2008 can be seen in annex D. From this total, 47 (88.6%) of these trainers successfully demonstrated the required knowledge, skills and experience to support implementation of the DBE3 teacher training program during the year. DBE3 considers this a successful pass rate.

For DBE3 one of the successes of the core trainers program is the evolution of the composition of team of core trainers from national to regional level. At the start of the DBE3 program, core trainers were drawn from short term technical consultants, MONE staff and successful trainers from other program education programs including MBE and REDIP. Most of these were experienced trainers based outside the DBE3 target areas. As the DBE3 program has progressed, core trainers are increasingly drawn from successful DBE3 district trainers. This was a deliberate strategy on the part of the project to ensure the project is truly decentralized and ensure target provinces have *"in house"* or "*home grown"* capacity to support and disseminate the project and do not have to rely on support from other areas. The data shows that the project strategy to establish highly performing teams of trainers from educationalists at the regional level has been successful and could be adopted by other/future projects.

Intermediate Result	***Indicator***	***2008 Target***
1.1 *Knowledge and Skills built within the education system to expand quality youth education programs*	***1.1.3*** *Number of DBE3 produced Paket B student activity books and CD Roms distributed throughout the country*	*150*

Summary of Results

- *DBE3 distributed 250 Paket B student activity books in 2007 – 2008*
- *DBE3 exceeded the target. However, the project did not distribute CD roms*

During 2006 – 2007, DBE3 developed a Student Activity Book which includes a series of self contained activities for life skills education and was designed to support tutors of Paket B to implement activities to develop life skills in students. DBE3 distributed a total of 250 Paket B student activity books throughout the country during 2007 – 2008. These books were distributed to DBE3 target provinces, with each province receiving 50 books each. Following receipt of the activity books, provinces distributed them to target Non Formal Education Providers in target districts. DBE3 appreciates that distribution does not equal use. The usage of the materials is discussed under indicator 3.2.1.

Intermediate Result	*Indicator*	*2008 Target*
1.1 *Knowledge and Skills built within the education system to expand quality youth education programs*	***1.1.4*** *Number of National Level DEE and MORA staff trained on innovations to strengthen assessment and certification of Paket B*	*0*

Summary of Results

- *0% of target achieved*

Intermediate Result	*Indicator*	*2008 Target*
1.1 *Knowledge and Skills built within the education system to expand quality youth education programs*	***1.1.5*** *Number of National Level DEE and MORA staff trained to strengthen the monitoring and evaluation of Paket B*	*5*

Summary of Results

- *0% of target achieved*

For both of the indicators above, DBE3 did not make any progress in 2007 - 2008. The training on DBE3 innovations to strengthen the assessment and certification of Paket B was concluded in 2006 – 2007 and although the materials for the Monitoring and Evaluation of Paket B were completed in 2007 DBE3 suspended the training activity. This activity was cancelled following the results of the Mid Term Evaluation of DBE3 conducted in early 2008, which recommended that DBE3 phase out of Non Formal Education activities including national level work with DEE and MORA.

Sub Intermediate Result 1.2: Target districts adopt measures that promote the sustainability of DBE3 Initiatives

Intermediate Result	*Indicator*	*2008 Target*
1.2 *Target Districts Adopt measures that promote the sustainability of DBE3 Initiatives*	***1.2.1*** *Number of Target Districts that undertake new activities to support quality youth education programs that build life skills*	*Cohort 2 – 7 Districts*

Results

- *15 Districts in cohort 2*
- *DBE3 exceeded the target (214% of target achieved)*
- *35 out of 44 target districts undertook new activities to support quality youth education programs that build life skills*

As table 2 below shows, DBE3 exceeded the target of 7 districts in cohort 2 that undertake new activities to support quality youth education programs that build life skills. From cohort 2, 15 districts reported new activities and from cohort 1 and 2 combined, total of 35 out of 44 (79%) of target districts undertook new activities to support quality youth education programs.

Table 2 Number of Target Districts that undertook new activities to support quality youth life skills programs in 2007 – 2008

Year	Province	# Cohort 1 Target Districts	# Cohort 2 Target Districts
2007 – 2008	Banten[2]	3	-
	Central Java	4	3
	East Java	2	2
	North Sumatra	3	3
	South Sulawesi	5	3
	West Java	3	4
	Total	**20**	**15**

In terms of the results, "new activities" cover a wide range of actions. It includes the allocation of resources to scale up the DBE3 Life Skills activities. In 2007 – 2008 18 districts allocated resources to extend the DBE3 project. In some districts, significant amounts of money were allocated for dissemination of DBE3 Formal Education activities. Prime examples include Boyolali in Central Java, which allocated 60, 000, 000 IDR, Kudus which allocated 350, 000, 000 IDR and DBE3 and Demak 50, 000, 000 IDR. Other new activities included creating local public private alliances to support life skills education programs. Many of these local alliances are recorded under indicator 1.3.2. The results also include completely new activities outside of DBE3 but designed and implemented as a direct result of the DBE3 project. Some specific examples West Java in 2007/08 are:

- Establishment of a work experience/internship program between PKBM Cepat Tepat in Karawang and Mechanics (automotive workshop)
- Development of Local Content Curriculum in Agriculture with support from local farmers in SMPN Jalan Cgak Subang.
- Visitors program by students in SMPN7 Bogor to correctional facilities to learn about human rights in Indonesia

Some activities were established by non target schools and non formal education providers and were initiated following DBE3 training by persons attending the training. Most new activities were for non formal education. Districts report that it is easier to implement completely new activities in non formal education providers as the curriculum and time is much more flexible compared to the highly structured nature of formal schools. The data presented here suggests that DBE3 has been successful in promoting the importance of life skills education in a large number of districts where the project has been working.

Intermediate Result	***Indicator***	***2008 Target***
1.2 *Target Districts Adopt measures that promote the sustainability of DBE3 Initiatives*	***1.2.2*** *Number of DBE3 District NFE Facilitators trained to on management and life skills learning*	*46*

Results

- *123 District Facilitators*
- *The target was exceeded (267% of target achieved)*

To implement the non formal education training program at the local level, DBE3 identifies and trains a nucleus of District Facilitators. Each DBE3 target district has between 2 – 4 district facilitators depending on the number of target non formal education providers. The numbers of District Facilitators in each province are shown in table 3 below.

[2] There are no cohort 2 target districts in Banten

Table 3: Numbers of District Facilitators 2007 – 2008

Province	Cohort 1 District Facilitators	Cohort 2 District Facilitators	Total # of District Facilitators
Banten	6	-	6
Central Java	10	10	20
East Java	20	20	40
North Sumatra	8	7	16
South Sulawesi	10	16	26
West Java	6	10	16
Total	**60**	**63**	**123**

Each of these facilitators participates in training of trainers workshops at the provincial level. Training of District Facilitators only took place for cohort 2 districts early during the year in October 2007. Workshops were of two kinds during the year, the first on management and the second on teaching and learning (life skills). Table 4 summarises the total numbers participating in DBE3 training for District Facilitators during 2007 – 2008.

Table 4: Number of DBE3 District NFE Facilitators trained to on management and life skills learning in Cohort 2 Districts 2007 – 2008

Year	Province	Participants		Total
		Male	Female	
2007 – 08	West Java	11	5	16
	Central Java	14	4	18
	East Java	35	20	55
	South Sulawesi	16	2	18
	North Sumatra	14	2	16
	Total	**90**	**33**	**123**

The numbers reported participating in the workshop is higher than the number of district facilitators. The reason for this is that these workshops also included participation by other stakeholders in addition to DBE3 District Facilitators, including local Department of Education staff and members of education boards. The participation of these people is important to ensure there is understanding of the practices of DBE3 at the highest levels at the district. Furthermore the participation of these people ensured DBE3 was disseminated beyond immediate target beneficiaries and initiated new activities such as those described under indicator 1.2.1.

Intermediate Result	***Indicator***	***2008 Target***
1.2 Target Districts Adopt measures that promote the sustainability of DBE3 Initiatives	***1.2.3*** *Number of District NFE Facilitators that provide follow up support to target NFE Providers*	*Total – 77* *Cohort 1 – 35* *Cohort 2 – 42*

Summary of Results

- *Total 108*
- *Cohort 1 – 56 (160% of target achieved)*
- *Cohort 2 – 62 (147% of target achieved)*

The DBE3 non formal education program also includes "on the job learning" in the form of "follow up visits." District Facilitators are trained and supported by DBE3 to conduct follow up visits to target Non formal education providers to support them to implement what they have learned through the DBE3 training. During these visits district facilitators work together with managers and tutors to conduct such activities as lesson observation (both Paket B and vocational training) meetings with tutors to discuss progress and support needed and working with Managers to schedule the implementation of the non cash grants program. These follow up visits are a critical part of the non formal education program and DBE3 monitors carefully whether this support is provided by the

district facilitators. The tables below shows the number of DBE3 trained District Facilitators that provided follow up support on at least 4 occasions to target non formal education providers in cohort 1 and 2 in 2007 – 2008.

Table 5: Number of District NFE Facilitators that provided follow-up support on at least 4 occasions to target NFE Providers in cohort 1 2007 – 2008

Year	Province	Total # of District Facilitators	# District Facilitators providing follow up support	% District Facilitators providing follow up support
2007 – 2008	Banten	6	4	66%
	Central Java	10	9	90%
	East Java	20	20	100%
	North Sumatra	8	7	87.5%
	South Sulawesi	10	9	90%
	West Java	6	6	100%
	Total	**60**	**56**	**93%**

Table 6: Number of District NFE Facilitators that provided follow-up support on at least 4 occasions to target NFE Providers in cohort 2 2007 – 2008

Year	Province	Total # of District Facilitators	# District Facilitators providing follow up support	% District Facilitators providing follow up support
2007 – 2008	Central Java	10	10	100%
	East Java	20	20	100%
	North Sumatra	7	8	87.5%
	South Sulawesi	8	8	100%
	West Java	10	9	90%
	Total	**63**	**62**	**98%**

As the data illustrates, in both cohort 1 and 2 nearly 100% of district facilitators provided follow up support to DBE3 target Non Formal Education providers on at least four occasions during the year under review. However, the numbers for cohort 1 are declining, although slightly from 2006 – 2007 report. This shows that DBE3 needs to take some measures with cohort 1 to ensure there is some level of sustainability before non formal education activities are phased out.

Intermediate Result	***Indicator***	***2008 Target***
1.2 Target Districts Adopt measures that promote the sustainability of DBE3 Initiatives	*1.2.4 Number of non target junior secondary schools in target districts that are implementing youth life skills toolkits*	*10*

Summary of Results

- *773 non target junior secondary schools in target districts reported using the DBE3 Life Skills Toolkits*
- *The project target was well exceeded*

In order to promote wider dissemination of the DBE3 non curricular toolkits, the project has been introducing the toolkits to non target schools in target districts through the MGMP. This introduction

has included an explanation of the toolkit with some brief training activities and the opportunity to try out some of the activities. The aim is that some of the teachers from non target schools will use the toolkits in their schools.

Table 7: Number of Non Target junior secondary schools in target districts that are implementing youth life skills toolkits combined for cohorts 1 and 2

Province	# of Non Target junior secondary schools in target districts that are implementing youth life skills toolkits
North Sumatra	5
Banten	390
West Java	111
Central Java	43
East Java	203
South Sulawesi	21
Total	**773**

The data in table 7 shows that the strategy of dissemination project materials through the MGMP has been successful in promoting the wider use of the DBE3 non curricular toolkits. 773 non target schools in 44 target districts (cohort 1 and 2 combined) have reported using activities from at least 1 of the 5 DBE3 non curricular toolkits. This is almost 4 times the total number of project target schools, a very impressive number. However, it is interesting to note that the strategy has been more successful in some provinces than others. The take up rate by non target schools in Banten is extremely high, with 390 non target schools using the toolkits compared to North Sumatra, which only reports 5. One possible explanation for this is the emphasis placed on non curricular activities in different districts and provinces. DBE3 has generally found that schools in Java, which on the whole have more experienced teachers and access to greater resources, tend to be more flexible and willing to try new activities. Schools which are in more remote areas do not.

Intermediate Result	***Indicator***	***2008 Target***
1.2 Target Districts Adopt measures that promote the sustainability of DBE3 Initiatives	*1.2.5 Number of teachers in non target schools in target districts trained to provide opportunities for youth to develop life skills*	*C 1- 879* *C2 – 1, 173*

Summary of Results

- *8, 333 Total*
- *Cohort 1 – 2, 519 (target was exceeded)*
- *Cohort 2 – 5, 814 (target was exceeded)*

DBE3 also conducts the teacher training program through the MGMP in order to impact non target schools. DBE3 works with 1 Civic and English MGMP in each of the 44 target districts and with 1 Mathematic MGMP in 6 districts selected to implement the Mathematics training program. These MGMP contain teachers from non target schools, but also a large number of teachers from non target schools. During 2007/08, the project trained a total of 7,056 teachers from target schools and 8, 333 teachers in non target schools. This figure incorporates 2, 519 teachers in cohort 1 districts and 5, 814 in cohort 2. In both cohorts, DBE3 surpassed its target. The difference in numbers in cohort 1 and 2 is a result of the different amounts of training provided during the past year, with DBE3 conducting

fewer training workshops in cohort 1 districts as the program was coming to an end. A detailed breakdown of these figures by district and gender can be seen in annex E.

Sub Intermediate Result 1.3: Alliances/Partnerships between communities, government and the private sector to increase the resources for and quality of youth life skills development

Intermediate Result	*Indicator*	*2008 Target*
1.3 *Alliances/Partnerships between communities, government and the private sector to increase the resources for and quality of youth life skills development*	***1.3.1*** *Number of Target schools and non formal education providers that implement activities to help youth learn about work/career opportunities in their area*	*C 1 – 40 Schools, 45 NFEP* *C2 – 64 Schools, 60 NFEP*

Summary of Results

- *Cohort 1- 57 Schools and 67 Non Formal Education Providers. The project bettered its target*
- *Cohort 2 – 47 Schools and 43 Non Formal Education Providers. The project achieved 90% of its target*

The objective of DBE3 is to "increase the quality and relevance of Junior Secondary education so that it better prepares youth for life, learning, work, and participation in national development".
Preparing youth for work is an essential part of fully preparing them for an adult life in which they can contribute to the country's economic well-being. Therefore, a key element of DBE3 is to focus on providing opportunities for youth to develop skills for the work force. To do this, DBE3 works with target schools and non formal education providers to help them provide opportunities for students to develop the skills, knowledge, understanding and attitudes needed to enter, stay in and progress in the world of work.

The data in tables 8 and 9 show that the project has been reasonably successful in supporting schools and non formal education institutions provide opportunities for students to learn about work. In cohort 1 and 2 schools and non formal education providers, more than 50% of the target institutions have implemented activities to help youth learn about work exceeding the DBE3 target.

Table 8: Number of Schools and Non Formal Education Providers implementing activities to help youth learn about work/career opportunities in cohort 1 in 2007/08

Year	Province	Total # Target Schools	# Schools implement work career opportunities	Total # Target NFEP	# NFEP implement work career opportunities
2007 – 08	Banten	12	6	11	9
	Central Java	20	17	19	9
	East Java	20	11	23	10
	North Sumatra	20	10	18	13
	South Sulawesi	20	6	22	14
	West Java	12	7	13	12
Total		**104**	**57**	**106**	**67**

Table 9: Number of Schools and Non Formal Education Providers implementing activities to help youth learn about work/career opportunities in cohort 2 in 2007/08

Year	Province	Total # Target Schools	# Schools implement work career opportunities	Total # Target NFEP	# NFEP implement work career opportunities
2007 – 08	Central Java	20	12	20	17
	East Java	20	3	20	5
	North Sumatra	16	12	10	4
	South Sulawesi	16	8	15	8
	West Java	20	12	20	9
Total		**96**	**47**	**85**	**43**

The majority of the work related activities implemented in formal schools have included helping youth learn about work by meeting people from various employment sectors, by directly experiencing various working practices and environments through visits and seeing how their own abilities and attributes relate to possible careers. Most of the activities conducted in formal schools have been directly provided by the project through the non curricular toolkits and especially, the English for Life, Learning and Work, Opportunities for Life, Learning and Work and ICT for Life, Learning and Work toolkits. Using these toolkits, schools have conducted work related activities such as work place visits and setting up English clubs focusing on English for the workplace. Two schools in Dairi (North Sumatra) have established a complete program on preparing students for their future by using the Opportunities for Life, Learning and Work in the local content curriculum.

There are a few cases where schools have conducted "new" activities (not provided directly by the project but stimulated by the DBE3 program). Examples of these include schools in Central Java setting up exchange programs with non formal education providers for students to understand the different types of vocational training programs available.

In the target non formal education providers most of the work related activities implemented are vocational training activities many of which have been supported with the DBE3 non cash grants program. As with formal education, there are a few examples of other work related activities being implemented but again these focus on vocational skills.

The project has found that it is more challenging to promote work related learning opportunities and activities in formal schools than in non formal education providers. Not only is the curriculum (and non curricular activities) in formal schools more structured than non formal education providers, school managers are occasionally nervous to educate students about work as junior secondary school students, as they consider them too young to be thinking about work and are still under the legal working age in Indonesia. Interestingly, DBE3 has found that students themselves have also commented that they do not need to be thinking about careers and work during junior secondary school and they should concentrate on studying. This is often the reason given by students during the non curricular toolkit selection process.

Intermediate Result	***Indicator***	***2008 Target***
1.3 *Alliances/Partnerships between communities, government and the private sector to increase the resources for and quality of youth life skills development*	***1.3.2*** *Number of Target Schools and Non Formal Education Providers that conduct follow up activities with the private sector as a result of DBE3 training*	*C1 – 26 Schools, 29 NFEP* *C2 – 9 schools, 8 NFEP*

Summary of Results

- *Cohort 1 – 53 Schools and 49 Non Formal Education Providers. DBE3 exceeded its target*
- *Cohort 2 – 25 schools and 38 Non Formal Education Providers. DBE3 exceeded its target*

In addition to establishing Public Private Alliances at the Central level (as described under indicator 1.1) DBE3 also aims to support the establishment of PPA at the regional and local level to support youth education programs at target schools and NFE providers. DBE3 does this improving their capacity to identify gaps and needs for providing needs based quality education and take steps to develop a plan with the local private sector to fill the gaps or meet the needs. DBE3 also hosts a meeting at the district level with target schools, non formal education providers and representatives from the private sector to give opportunities to trained members of schools and NFE providers to share their partnership proposals and work with local businesses to contribute funds, materials, trainings, apprenticeships, and scholarships to improve youth education. DBE3 advocates with target schools and non formal education providers to follow up with the private sector. This indicator monitors the extent to which this happens.

As the data below in tables 10 and 11 shows in both cohorts 1 and 2 around 50% of target schools and non formal education providers followed up on their plan for a Public Private Alliance with the private sector, although the rate was much higher in cohort 1 than 2 for both schools and non formal education providers. The difference in cohorts can be explained by timing. Cohort 1 schools and non formal education providers received training and support on establishing partnerships with the private sector in December 2007 whereas as cohort 2 received training between August and September 2008 giving cohort 1 much more time to follow up on their plans.

Generally the percentage of target number of non formal education providers conducting follow up activities is greater than for target schools. Many of DBE3 Non Formal Education Providers do not receive sufficient funding from the Government and as they are more reliant on other sources of funding than schools may be more motivated to follow up on their plans.

Table 10: Number of Target Schools and Non Formal Education Providers that conduct follow up activities with the private sector as a result of DBE3 training in cohort 1 2007/08

Year	Province	Total Number of Target Schools	# Schools that conducted follow up activities with the private sector	Total # of Target Non Formal Education Providers	# Non Formal Education Providers that conducted follow up activities with the private sector
2007/2008	North Sumatra	20	10	17	15
	Banten	12	1	11	4
	West Java	12	4	13	5
	Central Java	20	16	19	9
	East Java	20	7	23	7
	South Sulawesi	20	15	22	9
	Total	**104**	**53**	**105**	**49**

Table 11: Number of Target Schools and Non Formal Education Providers that conduct follow up activities with the private sector as a result of DBE3 training in cohort 2 2007/08

Year	Province	Total Number of Target Schools	# Schools that conducted follow up activities with the private sector	Total # of Target Non Formal Education Providers	# Non Formal Education Providers that conducted follow up activities with the private sector
2007/2008	North Sumatra	16	4	10	1
	West Java	20	7	20	6
	Central Java	20	12	20	18
	East Java	20	1	20	10
	South Sulawesi	16	1	15	3
	Total	**92**	**25**	**85**	**38**

Many partnerships resulted from these plans prepared by the schools and non formal education providers. Examples include:

- PKBM Tunas Muda in Central Java which established a partnership with the University of Gajah Mada to provide computer training to the learners
- A partnership between and MTs Masalikil and PT Duta Tehnika also in Central Java for a language laboratory
- An alliance between SMPN2 Cilegon with PT Krakatau Steel to develop a Science laboratory at the school in West Java
- A partnership between SMP2 Tanjunganom with PT Unilever in East Java to prepare 32 washing areas for students

Intermediate Result	***Indicator***	***2008 Target***
1.3 *Alliances/Partnerships between communities, government and the private sector to increase the resources for and quality of youth life skills development*	***1.3.3*** *Value of Cash and In Kind Contributions from profit and non profit organizations and individuals to support quality youth education programs*	*US$ 512,000*

Summary of Results

- *2, 046, 250, 000 IDR = 204, 625 US$*
- *40% of target achieved)*

This indicator monitors the outcome of the DBE3 work with schools and non formal education providers on establishing public private alliances to support quality youth education programs described above. As the previous discussion highlighted, not all target schools and non formal education providers followed up with establishing and alliance with the private sector. However, the DBE3 target schools and non formal education providers who did were successful in attracting contributions (cash and in kind) totaling 2, 046, 250, 000 IDR (204, 625 US$) during 2007 - 2008. This is a good achievement although the target has not been reached.

Table 12: Value of Cash and In Kind Contributions from profit and non profit organizations and individuals to support quality youth education programs in cohort 1 between 2007 and 2008 (in millions IDR)

Year	Type of Education	Type of Schools/ Institutions	Contributions	
			Cash	In Kind
2007 - 2008	Formal	SMP	11.40	7.02
		MTs	5.33	38.10
		Total	16.73	45.12
	Non Formal	SKB/ Paket B	63.90	20.00
		PKBM	237.53	0.35
		Ponpes	605.50	10.00
		LSM	5.50	12.35
		Total	912.43	42.70

Table 13: Value of Cash and In Kind Contributions from profit and non profit organizations and individuals to support quality youth education programs in cohort 2 between 2007 and 2008 (in millions IDR)

Year	Type of Education	Type of Schools/ Institutions	Contributions	
			Cash	In Kind
2007 - 2008	Formal	SMP	76.00	5.40
		MTs	576.80	0.06
		Total	652.80	5.46
	Non Formal	SKB/ Paket B	0.00	0.00
		PKBM	30.40	3.50
		Ponpes	337.14	0.00
		LSM	0.00	0.00
		Total	367.54	3.50

The data shows that schools and non formal education providers generally receive more cash than in kind contributions. The reason is not clear. Cash contributions have been used to support a wide variety of activities in schools including purchasing of teaching and learning equipment such as whiteboards, computer equipment, books and sporting equipment. Types of in kind contributions vary widely, examples include the provision of materials for school reconstruction (West Java) donations of sewing machines (North Sumatra), contributions of company staff time to train students in such activities as computers, sewing and embroidery with certificates provided by the company (Central Java) and even organic fertilizer to support the local content curriculum in agriculture (West Java).

The cash and in kind contributions came from a variety of sources over the year, including Foundations (e.g. Yayasan Karang in North Sumatra), Non Government Organizations (e.g. LSM Brain in West Java) profit companies (LPK Nissan Fortuna in Central Java) and even from Government Departments (Department of Social Welfare), individuals (e.g Miranda Gultom in North Sumatra) and even community contributions (e.g. Soppeng in South Sulawesi).

It is interesting to note that Islamic Education institutions (Madrasah and Pondok Pesentren) in both cohorts received more cash and in kind contributions than non Islamic Institutions. Contributions to Islamic education institutions made up well over half of the total in each cohort. The reasons for this are numerous. Islamic Institutions are often viewed as providing education for the lower socio economic sections of society and therefore contributing to these institutions is seen as more of a good deed. Additionally, state education institutions such as SMP and SKB are generally seen as receiving sufficient funds from the Government and therefore, Islamic Institutions are seen as more in need. Finally, many Islamic Education Institutions are run by Foundations with many personal links and therefore, frequently receive a greater number of donations and contributions.

Intermediate Result 2: Junior Secondary School Students are better prepared for Life Long Learning, Entrance into the Work Force and Participation on Community Development

The second objective (intermediate result 2) is to better prepare junior secondary school students for lifelong learning, entrance into the workforce and participation in community. The project aims to achieve this by (a) working with teachers to improve the relevance of the teaching and learning process (b) providing resources for teachers to implement life skills education in non curricular time and (c) support schools and communities to implement activities to promote school retention (drop out prevention).

DBE3 evaluates whether the project has achieved this objective by monitoring progress towards achieving the following 3 sub intermediate results:

- Intermediate Result 2.1: Strengthened ability of junior secondary schools for students to develop life skills through the curriculum
- Intermediate Result 2.2: Expanded Opportunities for students to apply life skills through non curricular activities
- Intermediate Result 2.3: More Youth make the transition into and remain in junior secondary school

Indicators of success in achieving these results are specified in the monitoring and evaluation plan, the following sub section presents the progress made against each of these indicators during the previous year.

Intermediate Result	***Indicator***	***2008 Target***
2. *Junior Secondary School students are better prepared for lifelong learning, entrance into the workforce and participation in community development*	***2.1*** *Number of students enrolled in target junior secondary schools who access DBE3 assisted life skills education*	*Cohort 1- 59, 430* *Cohort 2 – 43, 756* *Total – 103, 186*

Summary of Results

- *Cohort 1 – 60, 632*
- *Cohort 2 – 49, 791*
- *Total – 112, 423 DBE3 exceeded the target*

Although most of the formal education activities conducted by DBE3 are directly with the adults that work with youth, the real beneficiaries are the students in schools who benefit from change in teachers' practice and behavior. Annex B presents the numbers of students enrolled in each of the DBE3 target schools during 2007/08 and annex F compares the numbers of students in SMP and Madrasah. The data shows that in cohort 1 schools, the project was reaching 62, 632 students and in cohort 2 schools, 49,791 students making a total of 112,423 students. 19, 427 or 31% of these students are enrolled in Madrasah and 43, 205 or 69% in SMP. The data presented was collected through review of school enrollment records and therefore, only reflects the numbers of students registered in the school and not necessarily attending the school. National Data from the Government of Indonesia suggests that there were a total of 3, 916, 895 students enrolled in Junior Secondary school in 2007/08[3] meaning that DBE3 was working to improve the learning experience of approximately 3% of the total junior secondary school population.

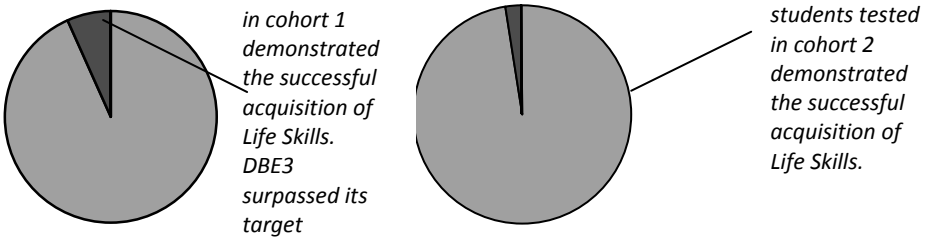
The DBE3 targets for 2007/08 were based on numbers enrolled in previous years. It is difficult to directly link any increase in enrollment with the impact of the DBE3 project in terms but it is a possibility. It is important to note however, that this figure represents only students in the 196 target schools. DBE3 has also benefited students in other schools through training 8, 333 teachers in non

[3] Source: www.padatiweb.go.id

target schools (described under indicator 1.2.5) and dissemination activities (described under indicator 1.2 and 1.1.1) which reached teachers and students in 625 additional schools.

Intermediate Result	***Indicator***	***2008 Target***
2 *Junior Secondary School students are better prepared for lifelong learning, entrance into the workforce and participation in community development*	***2.2*** *Percentage of Junior Secondary in target schools who have successfully developed a predetermined set of life skills competencies*	*Cohort 1 – 50%* *Cohort 2 – No target*

Summary of Results



The ultimate aim of DBE3 is to support schools to equip students with the skills they need for future life (Life Skills). Therefore, a key indicator of the success of the project is whether students in DBE3 target schools are actually developing key life skills. DBE3 undertook to develop its own life skills performance assessment for students, as they do not exist in the Indonesian formal education system. The test has been matched to the objectives of the DBE3 training program and the life skills included in the Government of Indonesia education curriculum.

The assessment focuses on four life skills, problem solving, decision making, rational thinking and cooperation. Students are given an open ended problem to solve and asked to work individually and then in groups to solve the problem. The students are observed and assessed by project monitors (District Officers, District Trainers and Teachers) as they work. These project monitors are trained to implement the assessment. To pass the assessment students need to score 65% or above. DBE3 conducts the assessment with students in all target schools. However, the assessment is only carried out with a sample of students in grade 8. The sample is completely random selected during a civics lesson by project monitors. Tables 14 and 15 below provide more detailed information showing the data by province, gender and school type.

Table 14: Percentage of students who successfully developed a predetermined set of life skills competencies in cohort 1 target schools

Year	Province/ District	SMP			MTS			TOTAL		
		Male	Female	Total	Male	Female	Total	Female	Male	Total
2007/08	Banten	87.00	95.00	91.00	94.00	100.00	100.00	97.5	90.5	94.00
	Central Java	97.83	100.00	98.86	94.00	100.00	97.00	100.00	95.9	97.9
	East Java	50.00	62.50	56.25	90.00	100.00	95.12	81.25	70.00	75.6
	North Sumatra	93.55	98.00	95.7	100.00	100.00	100.00	99.00	96.7	97.8
	South Sulawesi	89.50	95.50	92.5	100.00	100.00	100.00	97.7	94.75	96.25
	West Java	98.08	99.02	98.5	97.58	100.00	98.79	99.5	97.8	98.6
	Total	**85.90**	**91.67**	**88.7**	**95.90**	**100.00**	**98.40**	**95.82**	**90.90**	**93.33**

Table 15: Percentage of students who successfully developed a predetermined set of life skills competencies in cohort 2 target schools

Year	Province/ District	SMP			MTS			TOTAL		
		Male	Female	Total	Male	Female	Total	Female	Male	Total
2007/08	Central Java	92.40	100.00	96.2	91.67	100.00	95.89	100.00	92.03	96.01
	East Java	95.00	100.00	97.5	98. 00	100.00	99.00	100.00	96.50	98.25
	North Sumatra	97.30	100.00	98.75	87.50	100.00	93.75	100.00	96.21	98.10
	South Sulawesi	95.60	99.00	97.3	92.30	100.00	96.15	99.50	93.95	96.70
	West Java	98.00	100.00	99.00	96.40	99.80	97.50	99.90	97.20	98.20
	Total	**95.66**	**99.80**	**97.75**	**93.17**	**99.90**	**96.45**	**99.88**	**95.17**	**97.52**

As can be seen in the data, the number of students successfully demonstrating life skills is high. In almost all provinces, for both cohorts and in Madrasah and SMP, on average, around 95% of students passed the performance assessment. A clear anomaly to this pattern are cohort 1 students in East Java who scored low, especially in SMP, it is difficult to explain this.

The data shows that in all provinces, more females than males demonstrated life skills. This data is not really surprising. Internationally, it is recognized that adolescent females (12 – 16) generally outperform males in schools. This is often attributed to factors such as females putting greater emphasis on collaboration, talking and sharing and having a greater maturity and more effective learning strategies. In terms of this life skills assessment, which assesses the ability to work collaboratively, females would have been advantaged.

The other pattern to note is that students in Madrasah mostly out performed students in schools. DBE3 field staff considers the impact of the project has been greater in Madrasah than in schools with regards to teachers' behavior and practice and therefore, as a result students' skills have improved more than in schools. There are a number of underlying causes for the greater success in Madrasah. Teachers working in Madrasah are mostly not Civil Servants (PNS) and as such are younger, untrained and consequently more open minded and willing to try new approaches. Madrasah's are managed under MORA (rather than MONE) so in general principals of Madrasah can operate more independently than schools and make changes more freely. Finally, as teachers in Madrasah are employed by MORA (not MONE) and therefore, do not have the opportunity to participate in many teacher training activities, therefore, when they have the opportunity they are eager to learn and apply what they have learned in the classroom.

Although this data is impressive, it is difficult to prove causation. It is erroneous to say that simply because of DBE3 more students are developing life skills. It is especially difficult to claim as unfortunately, DBE3 did not conduct a baseline survey or measure students in control schools. However, it is possible to conclude from the evidence that a high number of students in DBE3 target schools are demonstrating life skills. This may be easier to prove during the next year (2008 – 2009) although there is little room for improvement in many provinces.

Intermediate Result	***Indicator***	***2008 Target***
2 *Junior Secondary School students are better prepared for lifelong learning, entrance into the workforce and participation in community development*	***2.3*** *Decrease in junior secondary school drop out rate in targeted schools*	*Cohort 1 – 50%*

Summary of Results

- *Overall – 68%*
- *Cohort 1 – 71% (DBE3 achieved more than its target)*
- *Cohort 2 – 63.3% (DBE3 achieved more than its target)*

National data suggests that 33% of youth in Indonesia do not complete their compulsory basic education. Reasons given by youth for dropping out of school include the poor quality of education they receive and also that the education is not useful.[4] Through project interventions such as the teacher training program and non curricular activities, DBE3 will improve the quality and relevance of education provided in target schools and this will therefore help to decrease the number of students dropping out of target schools.

However, the lack of quality and relevant education provided only accounts for a percentage of the total number of students, who drop out of junior secondary education annually. Other reasons given by youth for dropping out include lack of money to pay school fees and purchase resources, violence in schools and they had to work to help support their families. Therefore, in addition to interventions mentioned above, DBE3 has developed project strategies and activities to address some of these other factors causing youth to drop out before finishing basic education. DBE3 conducted a series of focus groups with young people in Indonesia to approach the issue of school retention from the perspective of young people themselves. The consultations aimed to find out who these young people are, why they dropped out of high school, and what might have helped them complete their junior high school education. DBE3 used these consultations and worked together with target stakeholders in each province to develop and implement a "school retention" (drop out prevention) toolkit – a self contained collection of resources (information, ideas, tools and activities) designed to support youth already in formal schools to stay in school until they complete their basic education.

DBE3 monitors the impact of the program on the drop out rate in target schools. DBE3 collects baseline data at the beginning of the project interventions and then on an annual basis. The results are impressive. Out of 196 target schools, by 2007 – 2008 the drop out rate has decreased in 134 which is equal to 68%. More schools in cohort 1 districts have reported a decrease in drop out compared to cohort 2 as shown in the tables below.

Of the 104 target schools in cohort 1, 74 (71%) show a decrease in the drop out rate in 2007 – 2008 compared to baseline data which was collected in 2005 – 2006. In terms of cohort 2 target schools, 60 out of 94 (63.3%) of target schools have shown a decrease in the number of students dropping out of school compared to the baseline data which was collected in 2006 – 2007.

Table 16: Percentage of target schools in cohort 1 reporting a decrease in the drop out rate in 2007 – 2008

Province	# of target schools	# target schools which show decrease in drop out rate	% of schools in province which show decrease in drop out rate
Banten /West Java	24	21	87.5%
Central Java	20	13	65%
East Java	20	15	75%
North Sumatra	20	11	55%
South Sulawesi	20	14	70%
Total	**104**	**74**	**71.%**

Table 17: Percentage of target schools in cohort 2 reporting a decrease in the drop out rate in 2007 – 2008

Province	# of target schools	# target schools which show decrease in drop out rate	% of schools in province which show decrease in drop out rate
West Java	20	15	75%
Central Java	20	10	50%
East Java	20	15	75%
North Sumatra	16	8	50%
South Sulawesi	16	12	75%
Total	**92**	**60**	**65%**

[4] Results of Research conducted with youth by DBE3 in 2007

The breakdown of this data by districts for cohort 1 and 2 can be seen in annex G. This 7% difference between cohort 1 and 2 is only slight and not really surprising since the project has been operating for longer in cohort 1 districts. Moreover, to date, the DBE3 School Retention activities have only been implemented in cohort 1 and not in cohort 2 perhaps giving cohort 1 schools and districts an edge over cohort 2. However, considering that the school retention activities, which specifically focus on preventing dropout have only been implemented in cohort 1, the 6% difference does not suggest that they have had a significant impact. This is confirmed by the low percentage of schools and communities in cohort 1 (28%) who have reported actually using the materials (see indicator 2.3.1). What is interesting is the relatively low percentage of target schools in North Sumatra showing a decline in the drop out rates in 2007 – 2008 with just over half of target schools in both cohorts reporting a decrease in student drop out.

DBE3 has also collected data on the actual overall percentage decrease demonstrated by target schools. The table below illustrates the combined % decrease in the drop out rates of DBE3 target schools and districts over the past 3 years of the project, disaggregated between school and Madrasah and female and male. The data shows that overall the drop out rate has been decreasing on an annual basis since the project started with the greatest decrease occurring in 2006 – 2007. This is the year with the largest number of project activities occurring at the field level in both cohorts.

The data that stands out most is the decrease in % drop out rate of male students in Madrasah. One of the findings of the DBE3 study on drop out was that more males in Madrasah (and particularly private Madrasah) dropped out than any other group. Therefore, it is not surprising that some changes made at the school level would initially have the greatest impact on this group first.

Table 18: Decrease in junior secondary school drop out rates (%) in target districts (combined)

Year	SMP			MTS		
	Male	Female	Total	Male	Female	Total
2005 – 2006	0.93	0.47	0.69	0.92	0.67	0.77
2006 – 2007	0.99	0.81	0.89	2.35	0.42	1.30
2007 – 2008	1.21	0.92	1.05	1.29	0.57	0.89

DBE3 recognizes that there are many challenges with collecting and presenting quality data on drop out, as it depends on the quality of the data collected at the school level and this may be questionable. First, some schools do not record data on students who drop out and secondly some schools, may record data inaccurately, often reporting them as transferred, as they do not want to be seen to having "failed". However, the project can only report the data that is provided by schools.

Sub Intermediate Result 2.1: Strengthened ability of junior secondary schools for students to develop life skills through the curriculum

Intermediate Result	*Indicator*	*2008 Target*
2.1 Strengthened ability of junior secondary schools for students to develop life skills through the curriculum	*2.1.1 Percentage of teachers in target schools who employ activity based learning approaches to build life skills through the curriculum*	*85%*

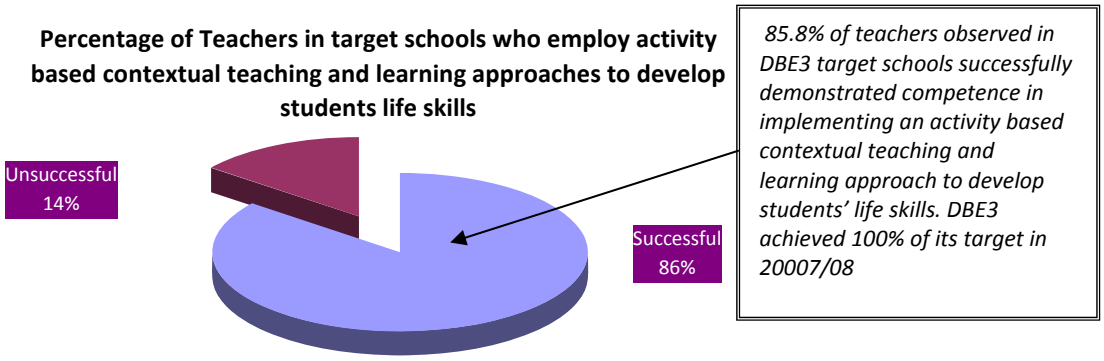
Summary of Results

- *85.8% of teachers observed in 2007 – 2008 employed activity based learning approaches to build life skills through the curriculum. The project achieved its target*

DBE3 aims to improve performance of teachers in the classroom. DBE3 monitors this through A 24 point classroom observation instrument which looks at teachers' competencies in areas such as active teaching and learning strategies, whether teachers contextualize their teaching, student assessment and whether teachers have been able to integrate life skills education into the lesson. The DBE3

evaluation instrument has been taken from the national instrument for assessing teachers against the minimum national standards from MONE.

As the data presented here shows, of 762 teachers observed in the period 2007/08, 85.85% of these teachers were competent across all the areas evaluated.



Areas of particular strength noted by observers include teachers improved ability to:

- Relate the topic of the lesson to a real life situation
- Use strategies to ensure students participate actively in the lesson
- Conducting reflection activities with students

Table 19: Percentage of teachers in target schools who employ activity based learning approaches to build life skills through the curriculum in cohort 1 in 2007 – 2008

Year	Province	# Teachers Observed	% Teachers Pass
2007 – 2008	Banten	44	100
	Central Java	60	100
	East Java	12	92
	North Sumatra	64	97
	South Sulawesi	66	98
	West Java	148	100
	Total	**394**	**97%**

Table 20: Percentage of teachers in target schools who employ activity based learning approaches to build life skills through the curriculum in cohort 2 in 2007 – 2008

Year	Province	# Teachers Observed	% Teachers Pass
2007 – 2008	Central Java	72	82
	East Java	26	31
	North Sumatra	93	90
	South Sulawesi	70	75
	West Java	107	95
	Total	**368**	**74.6%**

The difference in data from cohort 1 and 2 is explained by the length of the teacher training program. The program for Cohort 1 teachers started in 2006 and was completed during 2007/08whereas the program for cohort 2 teachers started a year later and has yet to be completed. Therefore, to date, cohort 1 teachers have benefitted from more training and follow up support than cohort 2 teachers.

Intermediate Result	***Indicator***	***2008 Target***
2.1 Strengthened ability of junior secondary schools for students to develop life skills through the curriculum	*2.1.2 Number of target teacher networks that develop life skills materials for youth*	*Cohort 1 – 31*

Summary of Results

Cohort 1 – 96 (DBE3 achieved 309%) of its target)
Cohort 2 – 80

The DBE3 teacher training program for Civics, English and Mathematics has been implemented through teachers' professional development networks know as MGMP. In each target district, DBE3 has identified a target MGMP (one for each of the three focus subjects). These MGMP operate at different levels. In some cases these MGMP are at sub district level, in others at rayon or cluster level and many at district level.

In addition to training teachers through the MGMP, DBE3 has also trained MGMP coordinators on how to make the MGMP active, accountable and transparent network and to design and implement a needs based program of activities focusing on teachers' professional development needs. One of the key elements of the training program is to encourage the MGMP to follow up the teacher training program and for members to work together to create teaching and learning materials designed to support life skills education.

DBE3 has been monitoring the impact of the project on the target MGMP through checking the results of the MGMP activities in particular whether the MGMP have been active in following up the DBE3 training and developing some of their own teaching and learning materials which support youth to develop life skills. This data has been collected by cross checking the materials recorded on the MGMP log book with the materials produced.

As the data shows, the majority of target MGMP have been active in developing new teaching and learning materials on life skills education. 81% in cohort 1 and 85% in cohort 2 have developed life skills materials for youth following DBE3 interventions in 2007/08. The project surpassed its target.

Table 21: Number of target teacher networks that developed life skills materials for youth cohort 1, 2007/08

Year	Province	# MGMP/Teacher Networks	# MGMP Developed life skills materials	% MGMP Developed life skills materials
2007/2008	Banten	12	12	100%
	Central Java	31	20	64%
	East Java	2	2	100%
	North Sumatra	19	12	63%
	South Sulawesi	42	38	90%
	West Java	12	12	100%
Total		**118**	**96**	**81%**

Table 22: Number of target teacher networks that develop life skills materials for youth cohort 2: 2007/08

Year	Province	# MGMP	# MGMP Developed life skills materials	% MGMP Developed life skills materials
2007/2008	Central Java	30	16	53%
	East Java	4	4	100%
	North Sumatra	14	14	100%
	South Sulawesi	24	24	100%
	West Java	22	22	100%
Total		**94**	**80**	**85%**

The materials MGMP have developed consist of a wide variety, but the majority recorded is lesson plans and student work sheets. The DBE3 teacher training program trained teachers to work together in the MGMP to develop life skills integrated syllabi. However, very few MGMP reported developing syllabi. Most syllabi seem to have been developed by groups of teachers (school based MGMP) in target schools. Project field staff considers this is because the MGMP do not meet regularly enough. Moreover, in many districts, subject syllabi and accompanying teaching and learning materials have been developed and distributed by districts and teachers in MGMP felt there was no need to duplicate work which had already been done.

Intermediate Result	***Indicator***	***2008 Target***
2.1 Strengthened ability of junior secondary schools for students to develop life skills through the curriculum	*2.1.3 Number of teachers in target schools participating in DBE3 training*	*2, 208*

Summary of Results

- *Total – 7,056 (DBE3 significantly exceeded its target)*
- *Cohort 1 – 3936*
- *Cohort 2 – 3120*

During 2007/08 there were a total of 8758 teachers currently serving in DBE3 target schools. This includes 4,058 in cohort 1 schools and 3235 in cohort 2 schools. As the data in H shows, 64% of these teachers were in the target SMP. Of these 8758 teachers, during 2007/08, DBE3 trained 80.5% of the teachers in DBE3 target schools (7056) teachers. In cohort 1, 96.9% of teachers in target schools participated in DBE3 training and in cohort 2 DBE3 trained 96.4% of teachers from target schools. This data includes participation in any of a wide number of DBE3 training activities carried out in between 2007/08 encompassing the following:

- Life Skills Teacher Training Program
- Non Curricular Toolkits Training
- School Retention (drop out prevention) training
- Establishing Partnerships (PPA training)
- Training of Trainers
- Follow Up activities training
- MGMP Coordinators training

Due to the large numbers of workshops, there is a potential problem of double counting (that is the same teacher participating in more than one training activity). However, as this data has been collected from attendance records at all DBE3 training activities and records names, DBE3 has made every effort to minimize that danger. However, it should be noted that the data does simply record a teachers' attendance and does not record if the attendance was complete (whether the teachers attended all parts of the training program) or the nature, quality or outcomes of the participation.

Table 23: Numbers of Teachers in Target Schools Participating in DBE3 Training: Cohort 1: 2007/08

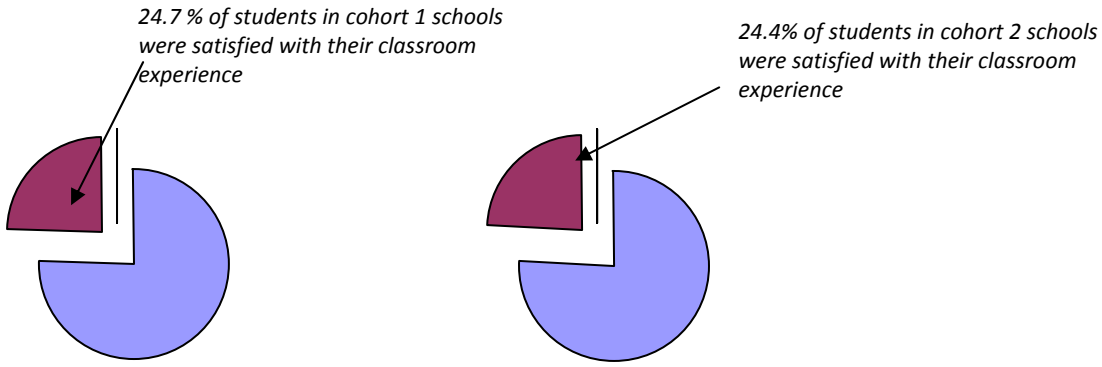
year	Province	District	SMP			MTs			Total		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
2007/2008	BANTEN	Cilegon	27	49	76	47	34	81	74	83	157
		Lebak	37	26	63	16	11	27	53	37	90
		Tangerang	65	73	138	46	36	81	111	109	220
	CENTRAL JAVA	Boyolali	22	22	44	40	42	82	62	64	126
		Jepara	36	40	76	35	13	48	71	53	124
		Karanganyar	46	41	87	48	29	77	94	70	164
		Klaten	47	57	103	25	38	63	72	95	167
		Kudus	39	43	83	65	30	95	105	73	178
	EAST JAVA	Bangkalan	43	43	86	35	47	82	78	90	168
		Mojokerto	41	59	100	15	4	19	56	63	119
		Sidoarjo	26	25	51	23	18	41	49	44	93
		Surabaya	17	24	41	9	16	24	25	40	66
		Tuban	15	21	36	100	37	137	115	58	172
	NORTH SUMATERA	Binjai	46	90	137	0	0	0	46	90	137
		Deli Serdang	44	84	128	15	35	50	59	119	178
		Sibolga	23	63	86	19	43	63	42	106	148
		Tapanuli Utara	39	37	76	5	9	14	44	46	90
		Tebing Tinggi	28	74	103	23	21	44	52	95	147
	SOUTH SULAWESI	Enrekang	50	84	134	9	3	12	59	87	146
		Jeneponto	39	70	109	31	54	85	70	123	194
		Palopo	47	113	160	13	41	55	60	155	215
		Pangkep	37	58	95	24	32	56	61	91	151
		Soppeng	66	75	141	21	7	28	87	82	169
	WEST JAVA	Indramayu	47	32	79	44	24	68	91	56	147
		Karawang	103	86	189	12	33	44	115	118	233
		Sukabumi	57	42	99	26	15	40	83	57	139
	TOTAL		**1087**	**1431**	**2518**	**746**	**672**	**1418**	**1833**	**2103**	**3936**

Table 24: Numbers of Teachers in Target Schools Participating in DBE3 Training: Cohort 2: 2007 – 2008

Year	Province	District	SMP			MTs			Total		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
2007/2008	CENTRAL JAVA	Blora	37	30	67	29	17	46	66	47	113
		Demak	32	49	81	29	23	52	61	72	133
		Grobogan	35	38	72	35	10	45	69	48	117
		Klaten	60	74	133	18	13	31	78	87	164
		Purworejo	25	16	41	50	19	69	75	35	110
	EAST JAVA	Bojonegoro	34	39	73	47	22	68	80	61	141
		Nganjuk	58	66	124	49	47	96	107	113	221
		Pasurun	45	49	94	22	16	39	67	65	133
		Sampang	31	33	63	22	16	37	52	49	101
		Tuban 2	46	46	92	41	28	70	87	74	162
	NORTH SUMATERA	DAIRI	120	160	280	3	19	22	122	179	302
		Tanjung Balai	12	33	45	4	7	11	17	40	56
		Tapanuli Selatan	16	48	64	13	36	49	29	84	113
		Tapanuli Utara	33	33	66				33	33	66
	SOUTH SULAWESI	LUWU	41	49	90	20	38	58	61	87	148
		Makassar	67	64	131	14	11	25	80	75	156
		Pinrang	88	106	194	20	19	39	108	125	233
		Sidrap	28	44	72	22	17	40	50	61	111
	WEST JAVA	Bogor	38	71	109	20	10	30	58	81	139
		Garut	25	27	52	49	43	91	74	69	143
		Indramayu	31	19	50	18	20	38	49	39	89
		Karawang	26	33	59	44	18	61	69	51	120
		Subang	22	27	49	37	41	78	58	68	126
	TOTAL		**950**	**1154**	**1600**	**606**	**490**	**1096**	**1556**	**2798**	**3120**

Intermediate Result	*Indicator*	*2008 Target*
2.1 Strengthened ability of junior secondary schools for students to develop life skills through the curriculum	*2.1.4 Increase in the percentage of youth in target schools who report being satisfied with their classroom experience*	*60%of students are satisfied with the lesson*

Summary of Results



The ultimate aim of DBE3 is to benefit students in the classroom. DBE3 conducts a student satisfaction survey with a sample of students in target schools. The survey was designed to assess whether students are satisfied with their lessons. Based on the DBE3 training program, satisfaction was defined as students:

- Being able to participate in the lesson in a variety of ways
- Enjoying the lesson
- Being interested in the lesson
- Finding the lesson useful for their life now and their life in the future
- Learning something new during the lesson
- Understanding the lesson
- Feeling safe in the lesson

The survey is conducted on an annual basis with a sample class of grade 08 students who have just completed an English lesson in every DBE3 target school. The students were expected to evaluate their level of satisfaction with the English lesson they had just experienced.

This tool was intended to be used both before and after the teacher training intervention to determine whether there had been any change. However, as commented on in the 2007 annual report, DBE3 did not measure this indicator for cohort 1 at all that year but planned to measure it only once for Cohort 1 target schools in FY08 and in the same year with a baseline for cohort 2 target schools. Therefore, as the data presented here represents the first time the instrument has been used, it can not be used to show whether there has been any increase in the number of students, who are satisfied with their classroom experience as a result of the DBE3 project interventions.

However, as this data is collected at a time after the project has been running for a period of time in schools, it can be used to indicate how many students are currently satisfied with their classroom experience and therefore, on the basis of this, whether the impact of the DBE3 teacher training program has been felt in the classroom. The DBE3 target was that 60% of the students surveyed were satisfied with the lesson.

The data for 2007 – 2008 shown in tables 25 and 26 below is worrying, DBE3 has fallen well short of the 60% target and indicates that the project is currently not making much difference in the

classroom or improving the classroom experience. The majority of students in each cohort, around 75%, have concluded that they are not satisfied with their classroom experience.

Table 25: Percentage of youth in cohort 1 target schools who report being satisfied with their classroom experience in 2007- 2008

Province	Schools		Madrasah		Total	
	% Satisfied	% Not satisfied Total	% Satisfied	% Not satisfied	% Satisfied	% Not satisfied
North Sumatera	55	45	46	54	50.5%	49.5
West Java + Banten	27	73	23	77	25%	75%
Central Java	18	82	20	80	23%	77%
East Java	7	93	4	96	5.5%	94.5%
South Sulawesi	25	75	22	78	47%	53%
Total	**26.4%**	**73.6%**	**23%**	**77%**	**24.7%**	**75.3%**

Table 26: Percentage of youth in cohort 2 target schools who report being satisfied with their classroom experience in 2007- 2008

Province	Schools		Madrasah		Total	
	% Satisfied	% Not satisfied	% Satisfied	% Not satisfied Total	% Satisfied	% Not satisfied
North Sumatera	38	62	33	67	35.5%	64.5%
West Java	25	75	26	74	25.5%	74.5
Central Java	20	80	19	81	19.5%	80.5%
East Java	0	100	0	100	0	100%
South Sulawesi	33	67	17	83	25%	75%
Total	**23.2%**	**76.8%**	**25.6%**	**81% 19%**	**24.4%**	**75.6%**

However, comments from project staff and monitors and a review of samples of the completed instruments suggest that the parts of the instrument are not very reliable leading to the belief that the data collected is not an accurate representation of student satisfaction.

There are two parts of the instrument, the first measuring the level of participation of the students in the lesson and the second measuring their thoughts on the lesson.

A review of samples of the completed instruments shows that almost without exception, all students scored the lessons they have just completed very highly on the second part of the instrument with particular strengths of the most lessons being the level of student enjoyment, interest and usefulness.

As the focus of DBE3 is life skills and one of the key aims of the project is to support teachers to link the curriculum to real life situations (contextual teaching and learning) it is a sign of the success of the project that at the end of the lesson, most students felt that what they had learned was relevant for their life. The main weakness of the majority of lessons assessed is the students feeling of safety in the lesson. Many students did not feel safe in the lesson, usually indicating "ok" or "no".

Despite the high scores on the second section of the instrument, in almost all surveys, students scored the lesson very low on the first section of the instrument. This first section, shown below, examines the different teaching and learning strategies used during the lesson to assess the level of participation. Students are asked to say what they did during the lesson. Each strategy ticked was awarded a score. These scores were totaled and were used to evaluate the level of student participation

What did you do in your English lesson today?
*Please **tick (✓)** all that apply*

Activity	***Individually***	***Small groups***	***Pair work***	***Whole class***
Listening				
Reading		*	*	
Writing		*	*	
Discussion		*	*	
Answering questions		*	*	
Asking Questions		*	*	
Learning activity		*	*	
Using learning aids		*	*	
Giving feedback		*	*	
Presenting		*	*	

This section of the survey caused many difficulties and the project believes has led to the unreliability of the data. In some cases, students were unclear how to complete this section and often did not tick all the boxes which applied leading to a low overall score. In other cases, students did tick all the boxes that applied, but in a 40 minute lesson, it is simply not possible for teachers to use enough different types of participatory strategies to achieve a high score. As the total scores awarded to each section were disproportionate, with the total score for section 1 being 57 and the total score for section 2 being 27, the low scores from section 1 cancelled out the high scores in section 2 and therefore, brought down the overall score leading to a very low rate of student satisfaction.

These issues with the instrument should have been identified by the project during the piloting phase, but were not. DBE3 recognizes that this is a fault of the project. The project is now working to analyze the data for section 1 and 2 separately and to amend the instrument for future use.

Intermediate Result	***Indicator***	***2008 Target***
2.2 Expanded Opportunities for students to apply life skills through non curricular activities	*2.2.1 Number of Target Schools that use DBE3 related toolkit activities in non curricular activities*	• *Cohort 1 – 62 schools* • *Cohort 2 – 55 schools*

Summary of Results

- *Cohort 1 – 32 schools*
- *Cohort 2 – 30 schools*

DBE3 has produced 5 non curricular toolkits as follows:

- English for Life, Learning and Work
- ICT for Life, Learning and Work
- Opportunities for Life, Learning and Work
- Student Governance
- Peer Mediation

These toolkits include a range of different activities which can be used outside of the curricular time to support students to expand on and/or develop critical life skills. Teachers in every target school have been trained to use a maximum of two of the toolkits which were selected by students during focus group discussions.

DBE3 monitors whether the non curricular toolkits are used as they are intended by looking at the number of target schools which use a minimum of 3 different activities from any of the toolkits during non core curricular time, which is defined as:

- The local content curriculum
- Personal Development activities
- Extracurricular activities

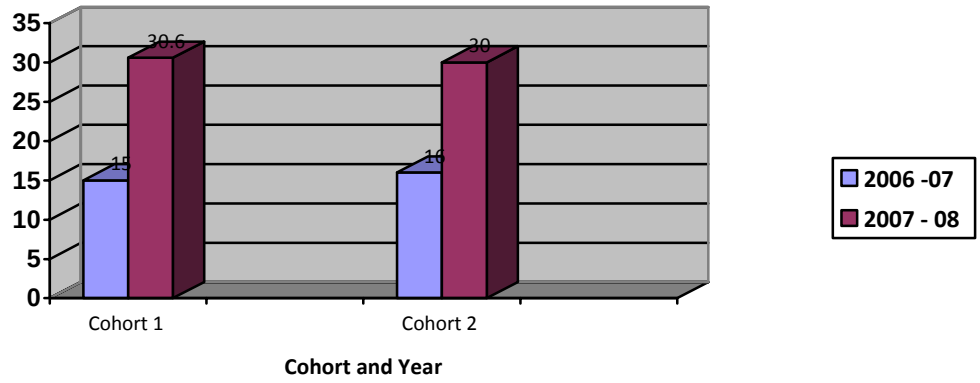
As the data in the table below shows, only a third of target schools have used the toolkits during non curricular time.

Table 27: Number of Target Schools that use DBE3 related toolkit activities in non curricular activities

Cohort	Year	Use	Not Use	% Using the Toolkits
1	2007/2008	32	72	30%
2	2007/2008	30	62	32%

The reasons given to the low take up of the toolkits in non core curricular time vary but include the fact that schools already have existing programs and budgets for extra curricular activities, local content curriculum and personal development activities and existing non curricular activities and it takes time, often more than one academic year to change these programs and re-budget. This might explain why a comparison of the data for 2006 – 7 and 2007 – 2008 shows an increase in the number of schools using the toolkits suggesting that as time goes on more schools are able to change their existing programs.

Increase in the number of target schools that use DBE3 Related Non Curricular Toolkits in non core curricular activities



Cohort and Year

As the chart shows, in both cohorts the number of schools using the non curricular toolkits in non core curricular time doubled between 2006/07 and 2007/08, cohort 1 from 15 schools to 32 and in cohort 2 from 16 schools to 30. Reports from the field suggest that the most popular toolkits vary a lot but the ones most often used by schools during non curricular time are the English for Life, Learning and Work, ICT for Life, Learning and Work and the Peer Mediation Toolkit. Many schools have used the English for Life, Learning and Work toolkit to set up English clubs or supplement the activities in existing English Clubs and the same can be said for the ICT for Life, Learning and Work toolkit.

It is important to note that this data only represents the number of schools which activities from the toolkits in non core curricular time and does not represent the schools, which have used the activities from the toolkit in curricular (lesson) time. Reports from field suggest that the toolkits and especially the English for Life, Learning and Work and the ICT for Life, Learning and Work are used extensively during lesson time.

Intermediate Result	***Indicator***	***2008 Target***
2.2 Expanded Opportunities for students to apply life skills through non curricular activities	*2.2.2 Percentage of Youth in target schools that report satisfaction with activities based on the non curricular toolkits*	*Cohort 1 – 75%*

Summary of Results

- *Cohort 1 – 63% (the project achieved 84% of its target)*
- *Cohort 2 – 66.34%*

In addition to monitoring the use of the non curricular toolkits, the project also monitors whether the direct beneficiaries of the toolkits, the students, are satisfied with the activities included in the toolkits. In order to assess satisfaction, students are required to fill in a questionnaire after they have completed an activity from the toolkit. The questionnaire asks students whether they found the activities relevant, enjoyable and the content appropriate and also about the methods the teacher used to conduct the activity.

As the data in tables 28 and 29 show, DBE3 has been largely successful in developing toolkits for students in formal schools which pleased them. In both cohorts, more than 60% of students completing the questionnaires were satisfied with the activities. To date, DBE3 has not further disaggregated this data to analyze which toolkits and which activities within the toolkits scored the highest amongst the students, but this would be an interesting further analysis.

Table 28: Percentage of Youth in cohort 1 target schools that report satisfaction with activities based from the DBE3 non curricular toolkits

Year	Province	SMP		MTS		Total % students satisfied
		Female	Male	Female	Male	
2007 – 08	Banten	30	45	55	65	49%
	Central Java	62	94	84	88	82%
	East Java	47	57	45	78	56.7%
	North Sumatra	54	76	89	56	69%
	South Sulawesi	53	70	72	75	67.5%
	West Java	41	50	56	72	55%
	Total	**47.8%**	**65.3%**	**66.8%**	**63.2%**	**63%**

Table 29: Percentage of Youth in cohort 2 target schools that report satisfaction with activities from the DBE3 non curricular toolkits

Year	Province	SMP		MTS		Total % students satisfied
		Female	Male	Female	Male	
2007 – 08	Central Java	91	100	89	89	93%
	East Java	35	65	47	55	51%
	North Sumatra	58	38	66	100	60 %
	South Sulawesi	57	73	70	83	70.7%
	West Java	60	33	50	75	57%
	Total	**60.2%**	**61.8%**	**64.4%**	**80.4%**	**66.34%**

Intermediate Result	***Indicator***	***2008 Target***
2.3 More youth make the transition into and remain in junior secondary school	*2.3.1 Number of target junior secondary schools using DBE3 assisted approached to support youth to stay in school*	*Cohort 1 – 83 schools*

Summary of Results

- *Cohort 1 – 30 schools*
- *DBE3 achieved 36% of its target*

As described under the report on indicator 2.3, DBE3 has worked together with target stakeholders in each province to develop and implement a regional "school retention" (drop out prevention) toolkit – a self contained collection of resources (information, ideas, tools and activities) designed to support youth already in formal schools to stay in school until they complete their basic education. These toolkits are called "Not One Less: Helping Youth to Finish Schools". In all cohort 1 districts, DBE3 has trained students, teachers, school managers and parents to use the resources in the toolkits.
The project monitors whether schools actually use the toolkits or not on a quarterly basis through discussions with teachers and the school principal and cross checking with students and the evaluation forms in the toolkits.

The data for 2007/08 indicates that only 30 (28%) of the DBE3 target schools in cohort 1 have used any of the approaches in the toolkit to support youth to stay in school. This is below the target of 83 schools. Most of these activities that have been used are those conducted by the youth themselves, which include the creation of classroom libraries to address the issue of lack of textbooks and friendship campaigns to reduce the effects of bullying.

It is difficult to explain the low use of the toolkit in target schools. The toolkit was implemented much later in the project than the other formal education approaches, which might provide some of the explanation as follow up has been limited. However, project field staff comments indicate that many school managers and teachers do not recognize drop out as a significant issue and, as explained previously, often attribute a students "non attendance" to a school transfer and consequently, they do not devote resources to taking action to promote school retention. The project also recognizes the fact that drop out rates during junior secondary level (ages 12 – 16) are indeed relatively low (around 3%) whereas the drop out rate before junior secondary level is high and therefore, perhaps the toolkit was misdirected. However, despite the low take up of the toolkit, the project believe that the process in developing the toolkits and the involvement of different groups of stakeholders in the training program have been equally as important as the end product and has had the added benefit of raising awareness of the importance of education amongst parents and students. As one student in SMP Joganalan 2, Klaten explained it was the first time, they understood that they could do something to help their friends.

Intermediate Result 3: Out of School Youth are Better Prepared for Life Long Learning, Entrance into the Work Force and Participation in Community Development

The final project objective (intermediate result 3) is to better prepare out of school youth for lifelong learning, entrance into the workforce and participation in community.

The project aims to achieve this by (a) working with tutors and managers in non formal education providers to support them to build needs based, community driven non-formal education programs and (b) to improve their capacity to deliver relevant education programs for youth through integrating personal, social and academic life skills into the teaching and learning process and (c) support the improvement of the Package B Equivalency program through providing technical assistance to MONE.

DBE3 evaluates whether the project has achieved this third objective by monitoring progress towards the following 2 sub intermediate results:

- Intermediate Result 3.1: Improved Institutional Capacity of Non Formal Education Providers to deliver youth centered programs that improve life skills
- Intermediate Result 3.2: Improve the quality of teaching and Learning of life skills for youth in non formal education

Indicators of success in achieving these results are specified in the monitoring and evaluation plan, the following sub section presents the progress made against each of these indicators during the previous year.

Intermediate Result	***Indicator***	***2008 Target***
3. Out of school youth are better prepared for lifelong learning, entrance into the workforce and participation in community development	*3.1 Number of target NFE providers using DBE3 materials to support youth to develop life skills*	*Cohort 1 – 114* *Cohort 2 – 55*

Summary of Results

It is difficult to provide an overall total figure as DBE3 has been measuring use of each set of materials and therefore, may have double reported some partners. A breakdown of use by each set of material is as follows:

- *Management Module and Toolkit: Cohort 1 – 13; Cohort 2: 11*
- *Instructional Module and Toolkit: Cohort 1 – 9 Cohort 2: 7*
- *Student Activity Book: Cohort 1 – 4 Cohort 2 – 14*

DBE3 did not achieve any of its targets

DBE3 has developed a range of materials to support target Non Formal Education Providers to implement life skills education for youth. These materials include:

- Teaching and Learning Module and Toolkit: Developed to train tutors on Effective Teaching practices in a non formal education context and to support them to implement the practices
- Management Module and Toolkit: Designed to improve implementation of effective management practices, such as filing/documentation, communications and information management, managing human resources, and program monitoring and evaluation
- Student Activity Book: Including a range of self contained activities designed for Life Skills Education in Paket B equivalency program.

During project implementation, DBE3 has trained tutors and managers from target Non Formal Education Providers to use these materials to improve youth education programs. DBE3 continues to examine whether these materials are actually used by target non formal education providers

following the training through a quarterly discussion with the managers and tutors in all target non formal education providers. The following tables present the data for 2007/08.

Table 30: Number of cohort 1 target NFE providers using DBE3 materials to support youth to develop life skills in 2007-8

Co	Province	# and % NFEP use					
		Management Module and Toolkit		Instructional Module and Toolkit		Student Activity Book	
		Yes	%	Yes	%	Yes	%
1	North Sumatra	3	16%	1	5.5%	0	0%
	Banten	1	9%	1	9%	0	0%
	West Java	3	23%	1	7.6%	0	0%
	Central Java	2	10%	3	15.7%	3	15.7%
	East Java	2	8.6%	2	8.6%	0	0%
	South Sulawesi	2	9%	1	4.5%	1	4.5%
	Total	**13**	**12.2%**	**9**	**8.4%**	**4**	**3.7%**

Table 31: Number of cohort 2 target NFE providers using DBE3 materials to support youth to develop life skills

Co	Province	# and % NFEP use					
		Management Module and Toolkit		Instructional Module and Toolkit		Student Activity Book	
		Yes	%	Yes	%	Yes	%
2	North Sumatra	1	10%	1	10%	1	10%
	West Java	4	20%	2	10%	2	10%
	Central Java	3	15%	2	10%	10	50%
	East Java	1	5%	1	5%	0	0%
	South Sulawesi	2	13%	1	6.6%	1	6.6%
	Total	**11**	**17.4%**	**7**	**11.1%**	**14**	**22.2%**

As the tables below illustrate there is a very low number of target non formal education providers which actually use the DBE3 materials after the training. The overall numbers in cohort 1 are particularly low with only 3.7% of target non formal education providers using the self contained student activity book. The figures for cohort 2 are marginally better but still disappointing for the project.

It is difficult to say whether this disappointing result is related to the quality of the material, the appropriateness of the content, or the slow distribution of the DBE3 materials to target non formal providers. Most likely it is a combination of all three of these reasons. Most of DBE3's resource materials for target non formal education providers, especially in cohort 1 were not ready to be distributed at the time of training and almost all were still in a process of revision during cohort 2.

Intermediate Result	***Indicator***	***2008 Target***
3*. Out of school youth are better prepared for lifelong learning, entrance into the workforce and participation in community development*	***3.2*** *Number of target NFE providers which actively involve youth in assessing life skills training needs, opportunities and program design*	*Cohort 1 – 68* *Cohort 2 – 55*

Summary of Results

- *Cohort 1 – 65 (DBE3 achieved 95.5% of its target)*
- *Cohort 2 – 36 (DBE3 achieved 65% of its target)*

DBE3 offers a non cash grant program for target non formal education providers to help them identify and address local needs for life skills education programs. DBE3 has included consultations with young people as part of the small sub grant making process. DBE3 monitors whether target non formal education providers actively involve youth in assessing life skills education needs, opportunities and program design through interviews with NFEP staff and youth and a review of the non cash grants proposals and documents.

As the figures below in table 32 illustrate, by the end of the reporting period, September 2008, DBE3 had achieved 95% of its target for cohort 1 and 65% of its target for cohort 2.

Table 32: Number of target NFE providers which actively involve youth in assessing life skills training needs, opportunities and program design

Cohort	Year	Province	Total # Target NFEP	# NFEP with Students Involved In Assessing Life Skills Training Needs
1	2007/2008	North Sumatra	18	17
		Banten	11	9
		West Java	13	9
		Central Java	19	8
		East Java	23	11
		South Sulawesi	22	11
		Total	**106**	**65**
2	2007/2008	North Sumatra	10	5
		West Java	20	9
		Central Java	20	17
		East Java	20	2
		South Sulawesi	15	3
		Total	**85**	**36**

Non Formal Education Partners consulted with youth in a variety of ways. Some Non Formal Education Partners conducted open ended focus group discussions with learners to identify what they would like to learn or what skills they though it necessary to learn. Other non formal education providers distributed questionnaires and surveys to young people to elicit their opinions on possible life skills education programs and yet others provided a list of different potential programs and asked for learners to rank them.
This high rate of success may be partly attributable to the fact that most DBE3 provincial offices required non- formal education provider partners to consult with young people as a part of their non-cash grant proposal development process and this may have proved to be a motivating factor.

The reason for the lower rate of consultations conducted by cohort 2 partners is simply due to the timing of implementation of the non cash grants program. Whereas the non cash grants program for cohort 1 districts was mostly completed during the year under review, the process for preparing proposals for non cash grants in cohort 2 was still in process at the end of the financial year and many non formal education partners were yet to conduct the consultations.

Intermediate Result	*Indicator*	*2008 Target*
3. Out of school youth are better prepared for lifelong learning, entrance into the workforce and participation in community development	*3.3 Number of out of school youth who access DBE3 assisted life skills training*	*Cohort 1 – 5, 358* *Cohort 2 – 3, 995*

Summary of Results

- *Cohort 1 – 5, 756 (DBE3 achieved its target)*
- *Cohort 2 – 4,846 (DBE3 exceeded its target)*
- *Total – 10, 602*

Tables 33 presents the numbers of students enrolled in DBE3 target non formal education providers in 2007/8. The 2008 target figure reflects DBE3's earlier understanding of enrollment in target NFE providers for the year, while the actual figure shows information reported at the end the fiscal year. The end of year data was collected through review of enrollment records. It is important to note that enrollment in non formal education programs can fluctuate, and it is not possible to say, based on this information, whether DBE3 activities played a role in the increased enrollment figure reported at the end of the year. The data shows that in cohort 1 non formal education providers, the project was reaching 5, 786 young people and in cohort 2 the project reached 4, 846 making a total of 10, 602 young people.

Table 33: Number of out of school youth who access DBE3 assisted life skills training

Cohort	Year	Province	Total # of Learners
1	2007/2008	North Sumatra	645
		Banten	530
		West Java	564
		Central Java	1,485
		East Java	1,271
		South Sulawesi	1,261
		Total	**5,756**
2	2007/2008	North Sumatra	283
		West Java	1,177
		Central Java	1116
		East Java	1,293
		South Sulawesi	977
		Total	**4,846**

A breakdown of these figures by district is presented in annex C. It is important to note however, that this figure represents only students in the 191 target non formal education providers. DBE3 has also benefited learners in other non formal education providers through support provided for replication as described under indicator 1.2.

Intermediate Result	*Indicator*	*2008 Target*
3. Out of school youth are better prepared for lifelong learning, entrance into the workforce and participation in community development	*3.4 Number of out of school youth who access DBE3 assisted Paket B programs*	*Cohort 1 – 3, 420* *Cohort 2 – 2, 250*

Summary of Results

Cohort 1 – 3, 942 (The project achieved its target)
Cohort 2 – 3, 587 (The project achieved its target)

DBE3 works with a range of different non formal education providers many of which offer different educational programs including vocational training and paket B, the Junior Secondary education equivalency program. The total number of students enrolled in target non formal education providers will have enrolled in some of these different programs. This project indicator only reports the total number of students enrolled in Paket B programs which are supported by the DBE3 project

The tables below show reported target NFE provider enrollment, enrollment in Paket B, and youth enrollment in Paket B as a percentage of total youth enrollments. According to the data reported, youth enrolled in Paket B make up 71% of the total number of youth enrolled in programs at target non formal education providers in cohort 1 and 2.

Table 34: Number of out of school youth who access DBE3 assisted Paket B programs in 2007 – 08 in cohort 1 non formal education providers

Province	Total # of Learners	# out of school youth aged 12-18 enrolled in Paket B courses in Cohort 1 target NFE providers	Youth enrolled in Paket B as % of total youth enrolled in Cohort 1 target NFE providers
Sumatera Utara	645	470	72%
West Java	564	488	86%
Banten	530	226	42%
Central Java	1,485	1,005	67%
East Java	1,271	1,061	83%
South Sulawesi	1,261	692	54%
Total	**5,756**	**3,942**	**68%**

Table 35: Number of out of school youth who access DBE3 assisted Paket B programs in 2007 – 08 in cohort 2 non formal education providers

Province	Total # of Learners	# out of school youth aged 12-18 enrolled in Paket B courses in Cohort 2 target NFE providers	Youth enrolled in Paket B as % of total youth enrolled in Cohort 1 target NFE providers
Sumatera Utara	283	180	63.6%
West Java	1,177	941	80%
Central Java	1116	781	69.9%
East Java	1,293	1,099	84.9%
South Sulawesi	977	586	60%
Total	**4,846**	**3, 587**	**74%**

Sub Intermediate Result 3.1: Improved Institutional Capacity of non formal education providers to deliver youth centered programs that develop life skills

Intermediate Result	*Indicator*	*2008 Target*
3.1 *Improved Institutional Capacity of non formal education providers to deliver youth centered programs that develop life skills*	*3.1.1 Number of Target Non Formal Education Providers that produce center and/or organizational plans as a result of DBE3 training*	*Cohort 1 – 79* *Cohort 2 – 42*

Summary of Results

- *Cohort 1 – 48 (DBE3 achieved 60.7% of its target)*
- *Cohort 2 – 28 (DBE3 achieved 66.6% of its target)*

Through the Management Module and Toolkit, DBE3 trains and supports managers of target Non Formal Education Providers to develop and practice good organizational management and administration skills; mobilize community, public, and private sector resources; reach out more directly to out-of-school youth; and deliver relevant, quality programs that help young people develop life skills. As one key outcome of this training, DBE3 expects the target non formal education providers to develop organization plans which is basically presented as a "to do" list for the non formal education provider, listing out the plan of programs, and organizational growth over the year.

DBE3 monitors whether the target non formal education providers actually produce these plans as a result of the training. The monitoring is conducted through quarterly discussions with managers and a review of the plans produced. The table below shows the numbers of target non formal education providers in each cohort and province which produced an organizational plan. The statistics show that DBE3 achieved only 60% of its target in cohort 1 and 66% of its target in cohort 2. This is a reasonable achievement.

Table 36: Number of Target Non Formal Education Providers that produce center and/or organizational plans as a result of DBE3 training in cohort 1 and cohort 2 in 2007 – 2008

Cohort	Year	Province	Total # of Target Non Formal Education Providers	Total # of Target Non Formal Education Providers that produce organizational plans
1	2007/2008	North Sumatra	18	9
		Banten	11	5
		West Java	13	6
		Central Java	19	8
		East Java	23	8
		South Sulawesi	22	12
		TOTAL	**106**	**48**
2	2007/2008	North Sumatra	20	4
		West Java	20	9
		Central Java	20	10
		East Java	15	3
		South Sulawesi	10	2
		TOTAL	**85**	**28**

However, this data only records the numbers of target non formal education providers that produce organizational plans. It does not measure the quality of the plans produced and whether they were successfully implemented by the target provider or not. For many target Non Formal Education providers, the prospect of benefitting from the DBE3 small grants program may have been a strong

incentive for producing an organizational plan, as some provincial offices made a plan a pre requisite for participating in the small grants program. It would be beneficial for the project to conduct some follow up to determine whether non formal education partners in reality used these plans and what the wider benefits of working with non formal education providers to develop organizational plans were.

Intermediate Result	***Indicator***	***2008 Target***
3.1 *Improved Institutional Capacity of non formal education providers to deliver youth centered programs that develop life skills*	*3.1.2 Number of Target Non Formal Education Providers managers that use the DBE3 management toolkit.*	*Cohort 1 – 102* *Cohort 2 – 76* *Total – 178*

Summary of Results

- *Cohort 1 - 13 (The project met 12.7% of its target)*
- *Cohort 2 – 11 (The project me 14.4% of its target)*
- *Total - 24 (The project met 13.4% of its target)*

DBE3 developed a Non Formal Education Management Toolkit in 2006/07 and started to revise the toolkit in early 2008. The tools in the Toolkit are intended to extend the contents of the NFE Provider Management training module and include supporting information, examples, ideas, and tools to assist effective NFE provider management to develop and practice good organizational management and administration skills. The toolkit was distributed to managers of target non formal education providers during the training on the management module. District Facilitators provided follow-up support to assist managers to use the toolkits. On a quarterly basis, the project examines whether the tools in the toolkit are used by managers in target non formal education providers through interviewing managers.

The data for this indicator can be seen in tables 30 and 31 under indicator 3.1. The data is disappointing, in cohort 1 only 13 target non formal education providers used the management toolkit and in cohort 2, only 11 meaning that overall, DBE3 achieved only 13.4% of its target. Discussions with field staff and managers of target non formal education providers indicate that the low figures are a result of the quality of the materials in the toolkit. Many commented that the toolkit was not very user friendly and appeared as training materials rather than self contained resources and that the link to the module was not clear and in fact many materials in the toolkit seemed to replicate and not extend the module. DBE3 started to revise the Management Toolkit in early 2008 seeking input from project staff, managers of target non formal education providers and the NFE section of the Directorate General for Quality Improvement of Teachers and Education Personnel. At the time of writing the report this process is on going.

Intermediate Result	***Indicator***	***2008 Target***
3.1 *Improved Institutional Capacity of non formal education providers to deliver youth centered programs that develop life skills*	*3.1.3 Number of Target Non Formal Education Providers that use DBE3 small sub grants/resources.*	*Cohort 1 – 102* *Cohort 2 – 42*

Summary of Results

- *Cohort 1- 96 (90% of target)*
- *Cohort 2 – 0 (0% of target)*

DBE3 conducts a small grants program to offer a non-cash target non formal education providers to help them develop skills in simple proposal development, and reporting and to provide them with resources to undertake life skills training activities. NFE partners start developing their proposals and activity plans after participating in Management training workshop (using the management module) and receiving specific training on writing proposals and managing non cash grants. Following this training Non Formal Education providers, in consultation with DBE3 District Officers and District NFE

Facilitators and youth identify an activity that directly develops youth life skills. The NFE provider then prepares and submits a detailed plan of implementation and budget for the activities that it proposes. If the implementation plan is approved, DBE3 will make a non-cash grant to the provider, providing in-kind resources or directly paying for the activity proposed.[5]

During the year under review, a total of 98 out of 106 (92%) of target non formal education providers were provided with DBE3 sub grants and resources. However, unfortunately, in 2 cases (both in North Sumatra), the non formal education provider did not complete the activities as agreed and therefore, the agreements were cancelled and the resources returned. Therefore, only 96 (90%) of target non formal education providers actually used DBE3 sub grants/resources.

These sub grants and resources were used to support a wide variety of life skills training programs including computer training, mechanics, photography, screen printing and livestock. A complete list of the non formal education providers using sub grants/resources from DBE3, what life skills training the grants supported is included in annex I. All these training programs have now been completed and DBE3 are in the process of collecting reports and disposition letters.

One of the successes of the small grants program was the contribution of the target non formal education providers to the life skills programs. In total, the Non Formal Education partners contributed more approximately 180, 000, 000 IDR to the life skills programs supported by the non cash grants. Some partners contributed as much as 20, 750, 000 IDR (from PKBM Bambapuang in Enrekang, South Sulawesi) whereas others contributed lesser amounts such as 1, 200, 000 IDR (PKBM Cerdas, Sibolga, North Sumatra). Nevertheless, it is clear that NFE Providers are not only depending on the DBE3 contribution but are willing to provide cost share and are willing to cooperate with DBE3 and other partners to find best, most effective resources for their learners.

All of these 98 target non formal education providers benefitting from DBE3 non cash grants were from cohort 1 districts. During 2007 – 2008 non target non formal education provider in cohort 2 used sub grants and resources from DBE3 as although DBE3 had received and approved 71 proposals at the end of September 2008, the distribution of sub grants only started after the period under report.

Intermediate Result	***Indicator***	***2008 Target***
3.1 *Improved Quality of Learning and Teaching of life skills for youth in non formal education providers s*	*3.2.1 Number of Target Non Formal Education Providers that use DBE3 produced student activity book.*	*Cohort 1 – 91* *Cohort 2 – 72*

Summary of Results

- *Cohort 1 – 4 (4.3% of target)*
- *Cohort 2 – 14 (19% of target)*
- *Overall - 18 (11% of overall target)*

Between March and October 2006, DBE3 worked with the Directorate of Equivalency Education to implement a participatory process in which more than 200 Paket B tutors from DBE3 target NFE providers in six provinces learned to create student activities that develop life skills and subsequently produced a series of self contained student centered activities. DBE3 used these activities to create a book, the Life Skills: Student Activity Book aimed at supporting the Paket B program. This book contains two sections: a tutors' guide explaining how to use the book and 150 student activities tutors can complete with students to develop their life skills. DBE3 disseminated these books to tutors in all target non formal education providers during training workshops.

[5] In 2007 – 2008, DBE3 currently provided resources averaging Rp. 17 million to each NFE provider (for one or two activities), largely via a non-cash transfer mechanism to reduce the high administrative cost of making small grants. It may periodically make a cash grant if the situation warrants.

On a quarterly basis, the project examines whether this student activity book is being used by tutors in target non formal education providers through interviewing tutors and managers and through observation of paket B teaching and learning activities.

The data for this indicator can be seen in tables 30 and 31 under indicator 3.1. The results are very unsatisfactory for the project as they fall far below the project targets. In cohort 1 only 4 target non formal education providers (3.7%) reported using the student activity book in 2007 – 08 and in cohort 2, only 14 (22,2%) used the book.

Discussions with field staff and managers of target non formal education providers indicate that the low figures are not the result of the quality of the content in the student activity book, in fact tutors participating in reviewing the Student Activity Book were very pleased with the contents, but more a result of the implementation strategy used by the project. The student activity book was intended to be self contained and require no training. However, field staff report that as the approach in the book was relatively new, without training, many tutors did not know how to use the activities did not therefore, feel confident to use the book and consequently showed a lack of interest in using it.

Intermediate Result	***Indicator***	***2008 Target***
3.1 *Improved Quality of Learning and Teaching of life skills for youth in non formal education providers*	*3.2.2 Number of Non Formal Education Learners using USAID produced junior secondary education equivalency materials*	*Cohort 1 – 2, 736* *Cohort 2 – 1, 800* *Total – 4, 536*

Summary of Results

- *Cohort 1 – 157 (5.7% of target)*
- *Cohort 2 – 502 (27.8 % of target)*
- *Total – 659 (14% of target)*

This indicator measures the number of students enrolled in the target non formal education providers where tutors report using the student activity book as recorded in indicator 3.2.1 above. Therefore, the 2008 targets of numbers of students using the student activity book for this indicator for DBE3 were based on the targets number of non formal education providers in indicator 3.2.1

As the number of target non formal education providers using the student activity book were much lower than expected the number of students benefitting from tutors using the book also falls well below the target. In cohort 1, approximately 157 learners in the 4 target non formal education providers were using the student activity book and 502 students in cohort 2 were using the book. DBE3 achieved only 14% of its target. Reasons for this are provided in the discussion on indicator 3.2.1 above.

Intermediate Result	***Indicator***	***2008 Target***
3.1 *Improved Quality of Learning and Teaching of life skills for youth in non formal education providers s*	*3.2.3 Number of Target Non Formal Education Providers tutors trained*	*Cohort 2 – 255*

Summary of Results

- *Cohort 1 – 226*
- *Cohort 2 – 172 (67.4% of the project target was achieved)*

During 2007 – 2008, DBE3 trained a total of 398 tutors from 191 target non formal education providers. This total includes 226 tutors from cohort 1 target non formal education providers and 172 from cohort 2. Therefore, during 2007/08, DBE3 trained 17.6% of the total number of tutors in the target non formal education providers. Tables 37 and 38 below provide a general summary. A more detailed breakdown of tutors trained by district and gender is presented in annex J.

These tutors participated in mostly in DBE3 training on the non formal education Effective Teaching and Learning module. However, in some provinces, tutors from target non formal education providers participated in training on the formal education foundation modules.

This data need to be viewed with the same caveats relating to other DBE3 training data. The indicator requests the total number of tutors in target NFE providers who have attended DBE3 training, but does not specify how complete their participation must be and does not relate to the nature, quality or outcomes of their participation.

Table 37: Number of Tutors trained during 2007/08 from Cohort 1 Target Non Formal Education Providers

Province	Tutors trained during 2007 – 2008		
	Male	Female	Total
West Java/Banten	25	19	44
South Sulawesi	21	20	41
Central Java	23	16	39
North Sumatra	18	18	36
East Java	34	18	52
Total	**129**	**97**	**226**

Table 38: Number of Tutors trained during 2007/08 from Cohort 2 Target Non Formal Education Providers

Province	Tutors trained during 2007 – 2008		
	Male	Female	Total
West Java	22	17	39
South Sulawesi	14	17	31
Central Java	29	13	42
North Sumatra	12	18	20
East Java	21	19	40
Total	**98**	**74**	**172**

The majority of tutors trained by DBE3 are male. Tutors, in non formal education providers and specifically of Paket B are usually teachers from schools supplementing their income. As being a tutor is a second job, most tutors are male, as traditional roles mean females are responsible for domestic duties at homes and are less likely to have a second job.

Section Three: Conclusions

The data presented shows that progress towards the intermediate results during 2007/08 was inconsistent across the project. In some areas of intervention, DBE3 was very successful in achieving and even exceeding project targets, in other areas, targets were not met and results were disappointing.

Of the 35 indicators used to measure results of the project, during 2007/08 DBE3 was successful in achieving the targets for 18 of the indicators, or 51%. Of these 18, the targets of more than three quarters were exceeded and in some cases significantly. However, the project did not attain the targets for 17 (49%) of the indicators. In many cases the project just fell short of the target whereas in other areas, the results were very disappointing.

The results show that DBE3 has been more successful in making progress towards result 1 and 2 and less so towards result 3.

Progress made towards intermediate result 1 was good. Of the 15 indicators measuring progress, the targets of 10 of these were met (66%). The data shows that DBE3 has successfully created a nucleus of project trainers in each province and district with the skills, knowledge and experience to disseminate the project and shown that the DBE3 training of trainers programs works well with a high pass rate for trainers. During 2007/08, the project was disseminated to an additional 5 districts beyond the 44 target districts and funding commitment from the Government of Indonesia for the dissemination of the project increased from the previous year and DBE3 was able to advocate with GOI for the allocation of an even larger amount for 2008/09. Through the project target schools and non formal education providers has also been able to access additional support and resources from outside the education sector, with a total of 204, 635 US$ in cash and in kind resources being allotted during 2007/08. Although this is only 40% of the DBE3 target, it remains a considerable achievement. However, DBE3 has not been so successful in engaging with the Government at National level. DBE3 did not engage with the national level DEE at all in 2007/08.

Interventions in Formal Education (Intermediate Result 2) have also been successful in 2007/08 and the project has demonstrated considerable progress towards achieving results. Of the 10 indicators measuring impact in formal education 6 (60%) were met. The greatest impact was seen in the teacher training program. The large majority of teachers observed (85.8%) have been demonstrating improved practice and the ability to focus on developing students' life skills. The ultimate success of the project must be assessed in terms of the impact on the student and when assessed, 93.3% OF students have proven they have developed some key life skills and in the majority of target schools. 63.3% of target schools report a decrease in the drop out rate and the combined drop out rate of target schools illustrates a constant decline over the 3 years the project has been running. The least impact has been achieved with the non curricular interventions, although students seem to be satisfied with the activities in the DBE3 toolkits, teachers and schools are not using them as they were designed (in non curricular time). Moreover, although the drop out rate in target schools has been declining, this would seem to be the result of the formal education interventions as a whole, rather than as a direct result of the DBE3 school retention program, as only 30 schools actually use these materials.

Progress towards intermediate result 3, has generally been slow over the year. Of the 10 indicators measuring progress towards this result only 2 have been achieved and both these relate to learner enrollment figures. Some data is very disappointing, just over half of the target non formal education providers completed an organizational plan and very few are making any use of the DBE3 non formal education training and support materials. However, the small grants program has been successful with 92.4% of cohort 1 partner non formal education providers using DBE3 grants and resources to implement a wide range of vocational training programs for youth. These Non Formal Education Providers have been very enthusiastic and motivated through receiving these resources. DBE3 believes that these variable results in non formal education during 2007/08 may be to some extent a consequence of type of intervention. The flexible and diverse nature of non formal education providers make it very difficult to prepare a single set of materials suitable to all. However, the

adaptable character of the DBE3 small grants program means it can be used to meet the needs of individual non formal education providers, particularly in terms of vocational training, which is a key focus of non formal education in Indonesia. This is an important lesson to be learned for future project design.

Annex A: DBE3 Monitoring and Evaluation Plan

Dated: 14 December 2007

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
Strategic Objectives: i) Improve quality of basic education received by students in junior secondary school so that it directly relates to the skills needed upon entering the workforce; ii) Assist youth who have dropped out of school before receiving their junior secondary certificate to build the skills needed to better participate in the community and workforce												
Intermediate Result 1: More supportive environment to improve and sustain the quality of youth education programs												
1.1	Number of public - private alliances initiated centrally to improve and sustain the quality of youth education programs	None needed - 0	0	2	1	1	0	Number of public - private alliances initiated centrally to improve and sustain quality youth education programs	Project files, PPA database	Review of alliance agreements	Annually, end of fiscal year	PPAC Specialist to MES to DBMS via MS9
1.2	MoNE/MoRA and/or other institution use DBE3 NFE materials in non-target districts and provinces	None needed - 0	0	1	1	3	3	Number of non-target districts in target provinces or districts in non-target provinces that use DBE3-assisted life skills materials in NFE (such as training materials, toolkits, Paket B Student Activity Book, or materials/support related to Paket B multi-entry system or monitoring and evaluation	Officials in charge of NFE in Ministries, provincial education and relligious affairs, district education and religious affairs	Discussions with the ministries, provincial and district MONE/MORA responsible for non-formal programs	Collected incrementally and reported annually at the end of the fiscal year	DOs/PCs to DBMS via MS8, NFES to MES to DBMS via MS9

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 1.1: Knowledge and skills built within the education system to expand quality youth education programs												
1.1.1	Number of non-target districts in target provinces that report using DBE3 formal junior secondary training modules and/or toolkits	None needed - 0	0	0	5	5	10	Total number of non-target districts in target provinces that report training teachers using DBE3 formal education training modules and/or giving toolkits to schools	District Dinas/MORA staff	Interviews	Annually	PCs/EOs/DOs to DBMS via MS8
1.1.2	Number of DBE3-trained core trainers with knowledge and skills to replicate/disseminate DBE3-related training for life skills across the formal junior secondary curriculum	None needed - 0	18	56	56	0	0	Number of DBE3 core junior secondary teacher trainers who successfully carry out at least one DBE3-assisted training workshop of district trainers on developing life-skills-integrated syllabi that meets pre-determined set of success criteria (award of certificate, Cohort 1 CTs and Cohort 2 CTs only)	Trainer observation check list	Observation using Facilitator's Performance Assessment Goals	Observe/assess each Cohort 1 and Cohort 2 Core Trainer once in FY06, FY07, or FY08	FEA to DBMS via MS9 (data may come from DOs/PCs summarized, DTs/DOs can do the observations)

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
1.1.3	Number of DBE3-produced Paket B student activity books and CD-ROMs distributed by DEE throughout the country	None needed - 0	0	100	150	0	0	Total number of Paket B activity books/CD-ROMs distributed to Paket B providers throughout the country	DEE	Request data from DEE	Annually	NFES to MES to DBMS via MS9
1.1.4	Number of national-level DEE and MoRA staff trained on innovations to strengthen assessment and certification of Paket B	None needed - 0	0	5	0	0	0	Total number of national-level DEE and MoRA staff trained to a) apply DBE3 developed tools and techniques that support performance-based assessment and b) apply tools and techniques for certification of the life skills component of Paket B.	Attendance list	Review of attendance list	End of training in 2007	NFES to MES to DBMS via MS9
1.1.5	Number of national-level DEE and MoRA staff trained on innovations to strengthen the monitoring and evaluation of Paket B	None needed - 0	0	0	5	0	0	Total number of national level DEE and MoRA staff trained to a) apply DBE3 developed tools and techniques to strengthen the district-level monitoring and evaluation of Paket B life skills implementation at the NFE provider level.and b) apply tools and techniques to strengthen the monitoring and evaluation of district-level government support for Paket B life skills component.	Attendance list	Review of attendance list	In 2008, at end of each training	NFES to MES to DBMS via MS9

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 1.2: Target districts adopt measures that promote the sustainability of DBE3 initiatives												
1.2.1	Number of target districts that undertake new activities to support quality youth education programs that build life skills	None needed - 0	0	**Cohort 1**- 5 **Cohort 2 -** 2	**Cohort 2** - 7 **Cohort 3 -** 5	**Cohort 2** -10 **Cohort 3 -** 5	**Cohort 3** - 20	The total number of target districts that undertake new activities during the year to support quality youth education programs that buiild life skills (such as allocating budget or other resources to scale up DBE3 training, creating PPA to support youth education programs.)	District Committee members and documents	Interview DBE District Committee members and review documents	DO reports quarterly in Quarterly District Monitoring Form and compiled and reported annually, end of fiscal year	PCs, DOs to DBMS via MS7 for tracking, MS8 for annual reporting
1.2.2	Number of DBE3 District NFE Facilitators trained to train target NFE providers in management and life skills teaching and learning	None needed - 0	0	**Cohort 1-** 50	**Cohort 2-** 46	**Cohort 3-** 100	0	Total number of District NFE Facilitators participating in a 3- or 4-day TOT on DBE3-developed management and life skills teaching and leaning	Training coordinator, training records	Attendance list	Ongoing as training occurs	PCs, DOs to training database (PDMS), MES to DBMS from PDMS via MS9
1.2.3	Number of DBE3 District NFE Facilitators that provide follow-up support to target NFE providers	None needed - 0	0	**Cohort 1** - 20	**Cohort 1** - 35 **Cohort 2 -** 42	**Cohort 2** - 42 **Cohort 3 -** 90	**Cohort 3** - 40	Number of NFE District Facilitators who successfully provide at least 4 follow-up visits to NFE providers per year that meet a pre-determined set of success criteria	District NFE Facilitators	Visit Report Form in District NFE Portfolio, crosschecked by NFE data in MS2, MS6	Annually	PCs, DOs to DBMS via MS8

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
1.2.4	Number of non-targeted junior secondary schools in targeted districts that are implementing youth life skills toolkits ***(USAID Indicator 3.5)***	None needed - 0	0	5	10	15	30	Total number of non-target schools in target districts that report using activities from at least one of six DBE3 youth life skills toolkits	MGMP Coordinators and members, district officials, word-of-mouth	Discussion with MGMP, district officials, follow-up on word-of-mouth reports	Annually (provincial office receives and verifies information on an ongoing basis)	PCs/DOs to DBMS via MS8
1.2.5	Number of teachers in non-targeted schools in target districts trained to provide opportunities for youth to develop life skills ***(USAID Indicator 3.7)***	None needed - 0	0	**Cohort 1 -** 1,783	**Cohort 1**- 994 **Cohort 2 -** 1,173	**Cohort 2 -** 879 **Cohort 3 -** 2,550	**Cohort 3 -** 1,912	Total number of teachers participating in DBE3 life skills training program minus the number of teachers participating in life skills training program from target schools = total number of teachers from non-target schools trained	Attendance list	Review of attendance	Ongoing as training occurs	PCs, DOs to training database (PDMS), MES to DBMS from PDMS via MS9

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 1.3: Alliances/partnerships between communities, government, and the private sector increase the resources for, and quality of, youth life skills development												
1.3.1	Number of target schools and NFE providers that implement activities to help youth learn about work/career opportunities in their areas ***(Other EDU Indicators)***	None needed - 0	**Cohort 1**-15 Schools 5 NFEP	**Cohort 1**- 50 Schools 60 NFEP, **Cohort 2-**15 Schools 10 NFE**P**	**Cohort 1**- 40 Schools 45 NFEP, **Cohort 2 -** 64 Schools 60 NFEP	**Cohort 2** -55 Schools 51 NFEP, **Cohort 3 -** 140 Schools 140 NFEP	**Cohort 3** - 100 Schools 100 NFEP	The combined total of target schools and target NFE providers that implement at least one activity (e.g from toolkit) to help youth learn about future opportunities	Teachers and tutors, school heads, and NFE managers	For annual reporting, collect via interview and record on MS1, MS2. Track progress quarterly using MS3, MS4. Cross-check with MS5, MS6.	Quarterly, annually	PCs, DOs to DBMS via MS3, MS4 for tracking, MS1, MS2 for annual reporting
1.3.2	Number of target schools and NFE providers that conduct follow-up activity with the private sector as a result of DBE3 training	None needed - 0	0	**Cohort 1**-10 Schools 10 NFEP , **Cohort 2-** 5 Schools 5 NFEP	**Cohort 1**-26 Schools 29 NFEP **Cohort 2 -** 9 Schools 8 NFEP	**Cohort 2**-27 Schools 25 NFEP **Cohort 3**-50 **Schools** 50 NFEP	**Cohort 3** -60 Schools 60 NFEP	The total number of DBE3-trained schools and NFE providers that follow up alliance plans developed as a result of DBE3 training, for example by finalizing the PPA Plan, by making external contacts with the private sector.	Schools, NFE providers	For annual reporting, collect via interview and record on MS1, MS2. Track progress quarterly using MS3, MS4.	Quarterly, annually	PCs, DOs to DBMS via MS3, MS4 for tracking, MS1, MS2 for annual reporting

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
1.3.3	Value of cash and in-kind contributions from profit and nonprofit organizations and individuals to support youth education programs ***(USAID Indicator 3.2)***	None needed - 0	$0	$226,000	$512,000	$512,000	$0	The total dollar amount of contributions, including monetized in-kind contributions, that are mobilized through central, regional, and local PPA activities to support youth education programs in DBE3 target schools and NFE providers. Youth education programs include all activities at all targeted nonformal education providers and support generated for life skills-oriented activities at targeted junior secondary schools. 2006-2010 $1,250.000	Financial records maintained by NFE providers, schools, DBE3 records.	Interview, document review from projects, schools and NFE providers.	Annually, end of fiscal year	DOs, PCs to DBMS via MS1, MS2. PPACS to MES to DBMS via MS9
Intermediate Result 2: Junior secondary school students are better prepared for lifelong learning, entrance into the workforce and participation in community development												
2.1	Number of students enrolled in target junior secondary schools who access DBE3-assisted life skills education ***(Other EDU Indicators)***	None needed - 0	**Cohort 1 –** 59,430	**Cohort 1 -** 59,430 **Cohort 2 -** 43,756	**Cohort 1 -** 59,430 **Cohort 2 -** 43,756	**Cohort 2 -** 43,756 **Cohort 3 -** 105,291	**Cohort 3 -** 105,291	Number of students enrolled in DBE3 target schools	Schools, MONE/MORA, District offices	Review of school documents, including enrollment records, record on MS1, Sheet 12 (data should be the same)	Annually, at the beginning of the school year OR Start of cohort by Sept of Y1 (MS12), by Sept of Y2 for Y2 (MS12), June of Y2 for end of cohort (MS1)	PCs, DOs report to PDMS via Sheet 12 and DBMS via MS1

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
2.2	Percentage of junior secondary school students in target schools who have satisfactorily developed a predetermined set of life skill competencies	None needed - 0	0%	0%	**Cohort 1** - 50%	**Cohort 2** - 75%	**Cohort 3** - 80%	Percentage of a sample of junior secondary school students in target schools who satisfactorily pass (23 out of 36) the life skills performance assessment. The percentage is to be calculated as the number of students passing the test divided by total number of students assessed.	Student assessment	Conduct Life Skills Performance Assessment with a sample of youth and analyze results	Once for each cohort, in the last six months of the school year	DO/EO to PC to DBMS via MS8
2.3	Decrease in junior secondary school dropout rates in targeted schools. ***(USAID Indicator 3.1)***	Baseline is rate collected at beginning of Y1 (for prior year)	0%	0%	**Cohort 1** - 50%	**Cohort 2** - 50%	**Cohort 3** - 50%	The percentage of target schools in which dropout decreases from initial data collection (beginning of Y1) through end of Y2.	School records/Ministry (MONE/MORA EMIS)	Collect dropout data annually and record on MS1, Sheet 12 (data should be the same)	At the beginning of the second academic year of each cohort (for Y1 data) or in June for end of cohort (Y2 data)	PCs, DOs report to PDMS via Sheet 12 and DBMS via MS1
IR 2.1: Strengthened ability of junior secondary schools to provide opportunities for youth to develop life skills through the curriculum												
2.1.1	Percentage of teachers in target schools who employ activity-based learning approaches to build life skills through the curriculum	None needed - 0	0%	80%	85%	85%	85%	Percentage of sampled teachers in target schools scoring 65% on DBE3 teacher observation form	Teachers and lesson plans	DTs or others use Teacher Observation Form with sample of teachers	Annually (collect forms incrementally)	PCs/EOs/DOs to DBMS via MS8

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
2.1.2	Number of target teacher networks that develop life skills materials for youth ***(USAID Indicator 3.6)***	None needed - 0	0	0	**Cohort 1**-31	**Cohort 2**-27	**Cohort 3** -120	The number of target MGMP that produce life-skills-integrated syllabi, lesson plans and/or related materials	MGMP materials log book, documents and actual materials produced	Review of the MGMP/Network Log Book and a review of a sample of materials produced by each MGMP/network	Quarterly to monitor, report at end of each cohort	PCs/EOs/DOs to DBMS via MS7 for tracking, MS8 for reporting at the end of each cohort
2.1.3	Number of teachers in target schools participating in DBE3-supported training	None needed - 0	0	2,496	2,208	4,800	0	Number of teachers in target schools who have attended DBE3 training activities	Attendance list	Attendance list	Ongoing as training occurs	DOs, PCs to training database (PDMS)
2.1.4	Increase in the percentage of youth in target schools who report being satisfied with their classroom experience ***(Other Common Agency Indicators)***	Collect cohort baseline early in each cohort	0	0	**Cohort 1**-two measures not possible (target 60% satisfaction end of cohort)	**Cohort 2** - 15% (increase over baseline)	**Cohort 3** - 15% (increase over baseline)	Increase in the proportion of sampled students who are satisfied with a lesson	Students	Student Satisfaction Survey administered by DOs with assistance of teachers	Take first measure early in each cohort and second measure in last six months of each cohort	EO to PC to DBMS via MS8

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 2.2: Expanded opportunities for students to apply life skills through non curricular activities												
2.2.1	Number of target schools that use DBE3-related toolkit activities in non-core-curricular activities	None needed - 0	0	**Cohort 1** - 62 **Cohort 2** - 27	**Cohort 1** - 62 **Cohort 2** - 55	**Cohort 2** - 62 **Cohort 3** -140	**Cohort 3** - 140	Total number of target schools which use at least 3 different activities from any of the six non-curricular toolkits in any non-core-curricular activity (local content curriculum personal development or extracurricular activities)	Teachers and students	Interview with principal, discussion with teachers, cross-check with evaluation form in toolkit	Quarterly for tracking, annually for annual reporting	PCs, DOs to DBMS via MS3, MS5 for tracking, MS1 (cross-checked with toolkit forms) for annual reporting
2.2.2	Percentage of youth in target schools that reports satisfaction with activities based on the non-curricular toolkits	None needed - 0	0	0	**Cohort 1** - 75%	**Cohort 2** - 80%	**Cohort 3** – 85%	Percentage of youth in target schools reporting satisfaction with activities based on non-curricular toolkits. Satisfaction is defined as finding the activities "enjoyable and relevant". Percentage is calculated as number of youth who find the activities enjoyable and relevant over the total number of youth surveyed	Students/ schools	Participants (Students) Toolkit Evaluation Form	Once for each of the cohorts, during the last quarter of work with each of the cohorts	PCs/EOs/DOs via MS8 at end of each cohort

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 2.3: More youth make the transition into and remain in junior secondary school												
2.3.1	Number of target junior secondary schools using DBE3-assisted approaches to support youth to stay in school	None needed - 0	0	0	**Cohort 1** - 83	**Cohort 2** - 73	**Cohort 3** - 160	Number of target junior secondary schools who use resources in the *Not One Less* dropout prevention toolkit to help young people stay in school	Teachers, Head teachers	Interview with principal, discussion with teachers, cross-check with evaluation form in toolkit	Quarterly, annually	PCs and DOs to DBMS via MS3, MS5 for tracking, MS1 for annual reporting (cross-check with evaluation form in toolkit
Intermediate Result 3: Out-of-school youth are better prepared for lifelong learning, entrance into the workforce and participation in community development												
3.1	Number of target NFE providers using DBE3 materials to support youth to develop life skills	None needed - 0	0	**Cohort 1** - 74 **Cohort 2** - 0	**Cohort 1** -114 **Cohort 2** - 55	**Cohort 2** - 85 **Cohort 3** - 100	**Cohort 3** - 200	The number of target NFE providers that use any of the DBE3-related materials (such as Paket B student activity book, management toolkit and instructional toolkit) to support youth to develop life skills during the year	NFE providers	Discussion with NFE providers' staff and observation	Quarterly, annually	PCs and DOs to DBMS via MS4 for tracking, MS2 for annual reporting

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
3.2	Number of target NFE providers which actively involve youth in assessing life skill training needs, opportunities and program design.	None needed - 0	0	**Cohort 1**: 28	**Cohort 1** - 68 **Cohort 2 -** 55	**Cohort 2** - 73 **Cohort 3 -** 50	**Cohort 3** - 160	Number of target NFE providers that conduct at least 2 meetings with 50% of all youth learners ages 12-18 to identify needs and opportunities as well as to evaluate program.	NFE providers and NFE students	Discussion and interviews with NFE provider staff and youth. Review NFE provider document	Quarterly, annually	PCs and DOs to DBMS via MS4 for tracking, MS2 for annual reporting
3.3	Number of out-of-school youth who access DBE3-assisted life skills training	None needed - 0	**Cohort 1-** 0	**Cohort 1 -** 5,358	**Cohort 1** - 5,358 **Cohort 2 -** 3,995	**Cohort** - 3,995 **Cohort 3 -** 9,400	**Cohort 3** - 9,400	The number of out-of-school youth age 12-18 enrolled in target NFE providers.	NFE providers	Review of enrollment records	Start of cohort by Sept of Y1 (MS13), by Sept of Y2 for Y2 (MS13), June of Y2 for end of cohort (MS2)	PCs, DOs to PDMS via Sheet 13, MS2
3.4	Number of out-of-school youth who enroll in DBE3-assisted Paket B programs ***(Other Common Agency Indicators)***	None needed - 0	0	**Cohort 1 -** 3,420	**Cohort 1 -** 3,420 **Cohort 2 -** 2,250	**Cohort 2 -** 2,250 **Cohort 3** - 6,000	**Cohort 3** - 6,000	The number of out-of-school youth age 12-18 enrolled in Paket B courses in target NFE providers	NFE providers	Review of enrollment records	Start of cohort by Sept of Y1 (MS13), by Sept of Y2 for Y2 (MS13), June of Y2 for end of cohort (MS2)	PCs, DOs to PDMS via Sheet 13, MS2

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 3.1: Improved institutional capacity of nonformal education providers to deliver youth-centered programs that improve life skills												
3.1.1	Number of target NFE providers that produce center and/or organizational development plans as a result of DBE3 training	None needed - 0	0	**Cohort 1**: 57	**Cohort 1** - 79 **Cohort 2 -** 42	**Cohort 2** - 59 **Cohort 3 -** 100	**Cohort 3** -140	Number of target NFE providers that develop center and/or organizational development plans as a follow-up to DBE3 training.	NFE providers	Review and count plans produced	Quarterly, annually	PCs, DOs to DBMS via MS4 for tracking, MS2 for annual reporting
3.1.2	Number of target NFE provider managers who use DBE3 NFE management toolkits	None needed - 0	0	**Cohort 1 -** 100 **Cohort 2 -** 0	**Cohort 1** - 102 **Cohort 2** -76	**Cohort 2** - 76 **Cohort 3 -** 180	**Cohort 3** - 180	Number of target NFE provider managers who use DBE3-produced management toolkits	NFE provider managers	Interview with managers and review of examples of how they use the toolkit	Quarterly, annually	PCs, DOs to DBMS via MS4 for tracking, MS2 for annual reporting
3.1.3	Number of target NFE providers that use DBE3 small subgrants/resources	None needed - 0	**0**	**Cohort 1-** 0	**Cohort 1 -** 102 **Cohort 2-** 42	**Cohort 2-** 43 **Cohort 3:** 180	**Cohort 3 -** 20	Number of target NFE providers that prepare proposals and use DBE3 small subgrants to support expanded services for youth such as new youth life skills activities.	DBE3 Consortium partners (SC, IRD, TAF) and PCs	Count sub-grants awarded and verify sub-grant use	Quarterly, annually	PCs, DOs to DBMS via MS 4 for tracking, MS2 for annual reporting

Indicator Number	Performance Indicator	Baseline	Targets					Precise Definition	Source	Data Collection Method	Frequency of Data Collection	Collected by Reported To
			2006	2007	2008	2009	2010					
IR 3.2: Improved quality of learning and teaching of life skills for youth in NFE												
3.2.1	Number of target NFE providers that use DBE3-produced Paket B student activity book	None needed - 0	0	**Cohort 1 -** 40	**Cohort 1**-91 **Cohort 2 -** 72	**Cohort 2** - 72 **Cohort 3 -** 170	**Cohort 3** - 170	Number of target NFE providers implementing Paket B in which at least one Paket B tutor uses DBE3-produced activity books at least twice a month.	NFE providers	Interview with tutors and managers, class observation	Quarterly, annually	PCs, DOs to DBMS via MS4, MS 6 for tracking, MS2 for annual reporting
3.2.2	Number of nonformal education learners using USAID-produced junior secondary equivalency education materials ***(USAID Indicator 3.8)***	None needed - 0	0	**Cohort 1** - 2,736	**Cohort 1** - 2,736 **Cohort 2 -** 1,800	**Cohort 2** - 1,800 **Cohort 3 -** 4,800	**Cohort 3** -4,800	Total number of learners in Paket B classes in target NFE providers whose tutors use DBE3-produced student activity books.	NFE providers	Interview with learners and tutors, attendance list in sessions where student activity books are used	Quarterly, annually	PCs, DOs to DBMS via MS4 for tracking, MS2 for annual reporting
3.2.3	Number of target NFE provider tutors trained ***(Other Common Agency Indicators)***	None needed - 0	208	**Cohort 1:** 342	**Cohort 2**: 255	**Cohort 3**: 600	0	Number of target NFE provider tutors trained on improved Paket B instructions, better teaching and learning and/or in other DBE3 provided trainings	Attendance list	Review of training attendance list	Ongoing as training occurs	PCs, DOs to training database (PDMS), MES to DMBS from PDMS via MS9

Annex B: Number of Students and Teachers in DBE3 Target Schools by Cohort, Province, District and School

COHORT 1

			2007/2008					
Province	**District**	**School Name**	**Students**			**Teachers**		
			Male	**Female**	**Total**	**Male**	**Female**	**Total**
North Sumatra	Kabupaten Deli Serdang	MTS Yayasan Pendidikan Islam	32	68	100	4	9	13
		MTSN Lubuk Pakam	223	254	477	10	26	36
		SMPN 2 Deli Tua	412	480	892	22	43	65
		SMPN 2 Lubuk Pakam	413	517	930	13	52	65
		Kabupaten Deli Serdang	**1,080**	**1,319**	**2,399**	**49**	**130**	**179**
	Kabupaten Tapanuli Utara 1	MTSN Peanornor	57	52	109	7	10	17
		SMPN 1 Tarutung	309	336	645	12	31	43
		SMPN 2 Pahae Julu	142	135	277	9	9	18
		SMPN 4 Tarutung	278	251	529	11	20	31
		Kabupaten Tapanuli Utara 1	**786**	**774**	**1,560**	**39**	**70**	**109**
	Kota Binjai	MTSN Binjai	291	375	666	10	19	29
		SMP Tunas Pelita	303	229	532	13	18	31
		SMPN 6 Binjai	410	411	821	18	40	58
		SMPN 8 Binjai	339	361	700	13	31	44
		Kota Binjai	**1,343**	**1,376**	**2,719**	**54**	**108**	**162**
	Kota Sibolga	MTS Islamiyah Sibolga	104	98	202	11	3	14
		MTSN Sibolga	305	421	726	15	31	46
		SMPN 1 Sibolga	377	433	810	14	32	46
		SMPN 5 Sibolga	317	313	630	16	29	45
		Kota Sibolga	**1,103**	**1,265**	**2,368**	**56**	**95**	**151**

	Kota Tebing Tinggi	MTS Al-Washliyah	290	348	638	17	16	33
		MTs Pesantren Al-Hasyimiah	129	81	210	8	10	18
		SMPN 3 Tebing Tinggi	442	543	985	18	37	55
		SMPN 9 Tebing Tinggi	217	371	588	11	25	36
		Kota Tebing Tinggi	**1,078**	**1,343**	**2,421**	**54**	**88**	**142**
	Kabupaten Indramayu 1	SMPN 1	338	389	727	17	14	31
		MTsN Wotobogor	165	227	392	15	13	28
		SMPN 1 Sliyeg	363	436	799	19	11	30
West Java		MTsN Sliyeg	201	231	432	22	7	29
		Kabupaten Indramayu 1	**1,067**	**1,283**	**2,350**	**73**	**45**	**118**
	Kabupaten Karawang 1	SMPN 1 Rengasdengklok	829	713	1,542	30	30	60
		SMP Islam	80	64	144	12	5	17
		SMPN 1	718	867	1,585	40	33	73
		MTsN	187	195	382	8	22	30
		Kabupaten Karawang 1	**1,814**	**1,839**	**3,653**	**90**	**90**	**180**
	Kabupaten Sukabumi	SMP Negeri 1 Pelabuhan Ratu	410	455	865	23	11	34
		MTs Jami'yatul Aulad	239	310	549	15	3	18
		SMP Negeri 1 Cisolok	440	412	852	15	17	32
		MTs Safinatul Falah (SAFA)	83	95	178	6	9	15
		Kabupaten Sukabumi	**1,172**	**1,272**	**2,444**	**59**	**40**	**99**
Banten	Kabupaten Lebak	SMPN 1 Bayah	305	309	614	32	18	50
		MTsN Bayah	162	177	339	22	9	31
		SMPN 2	562	567	1,129	23	21	44
		MTsN Pasir Sukarayat	338	325	663	25	23	48
		Kabupaten Lebak	**1,367**	**1,378**	**2,745**	**102**	**71**	**173**

	Kota Tangerang	SMP Nusa Putra		387	417	804	46	42	88
		MTs Darul Irfan		132	108	240	18	6	24
		SMPN 4		576	698	1,274	22	34	56
		MTsN 1		520	400	920	28	30	58
			Kota Tangerang	**1,615**	**1,623**	**3,238**	**114**	**112**	**226**
	Kota Cilegon	SMPN 2		459	550	1,009	15	34	49
		SMP YPW KS		426	360	786	14	18	32
		MTsN Cilegon		228	292	520	21	19	40
		MTs Al-Khairiyah		129	156	285	19	10	29
			Kota Cilegon	**1242**	**1358**	**2600**	**69**	**81**	**150**
Central Java	Kabupaten Boyolali	MTSN Gunung Wijil		222	241	463	19	17	36
		MTsN Ngresep		352	283	635	24	20	44
		SMPN 2 Cepogo		131	133	264	10	13	23
		SMPN 2 Ngemplak		268	348	616	22	25	47
			Kabupaten Boyolali	**973**	**1,005**	**1,978**	**75**	**75**	**150**
	Kabupaten Jepara	MTS Ismailliyah		159	203	362	15	9	24
		MTS Masalikil Huda		186	175	361	17	6	23
		SMP NU As Salam		94	70	164	12	9	21
		SMPN 1 Tahunan		403	331	734	22	17	39
			Kabupaten Jepara	**842**	**779**	**1,621**	**66**	**41**	**107**
	Kabupaten Karanganyar	MTS Sudirman Jatipuro		31	37	68	13	5	18
		MTSN Karanganyar		407	420	827	31	27	58
		SMPN 2 Jatipuro		166	139	305	16	13	29
		SMPN 3 Karanganyar		511	517	1,028	28	37	65
			Kabupaten Karanganyar	**1,115**	**1,113**	**2,228**	**88**	**82**	**170**

East Java	Kabupaten Klaten 1	MTSN Klaten	347	355	702	26	32	58
		SMP Muhammadyah 11	173	90	263	9	7	16
		SMPN 2 Jogonalan	181	196	377	11	18	29
		SMPN 6	548	399	947	40	28	68
		Kabupaten Klaten 1	**1,249**	**1,040**	**2,289**	**86**	**85**	**171**
	Kabupaten Kudus	MTS NU Al Hidayah	226	302	528	28	7	35
		MTSN Kudus	509	749	1,258	36	26	62
		SMPN 1 Gebog	314	305	619	23	23	46
		SMPN 2 Kaliwungu	336	329	665	21	22	43
		Kabupaten Kudus	**1,385**	**1,685**	**3,070**	**108**	**78**	**186**
	Kabupaten Bangkalan	MTS Al Maarif	115	262	377	12	8	20
		SMPN 4	427	329	756	15	51	66
		SMPN 1	295	177	472	16	22	38
		MTsN Model Bangkalan	360	347	707	20	26	46
		Kabupaten Bangkalan	**1,197**	**1,115**	**2,312**	**63**	**107**	**170**
	Kota Mojokerto	MTS Brawijaya	77	64	141	12	8	20
		SMPN 5	354	301	655	30	11	41
		SMPN 6	324	292	616	9	26	35
		SMPN 9	215	223	438	10	24	34
		Kota Mojokerto	**970**	**880**	**1,850**	**61**	**69**	**130**
	Kabupaten Sidoarjo	SMP Muhammadiyah 5	208	163	371	23	6	29
		MTsN Telasih	208	163	371	23	6	29
		SMPN 2	331	287	618	13	29	42
		MTs Nurul Huda	242	257	499	25	12	37
		Kabupaten Sidoarjo	**989**	**870**	**1,859**	**84**	**53**	**137**

	Kota Surabaya	SMP Dhaniswara	82	105	187	12	12	24
		SMPN 15	543	612	1,155	20	35	55
		SMPN 31	354	386	740	19	27	46
		MTs Nurul Hikmah	49	66	115	7	13	20
		Kota Surabaya	**1,028**	**1,169**	**2,197**	**58**	**87**	**145**
	Kabupaten Tuban 1	MTs Manbail Futuh	306	419	725	39	10	49
		SMPN 2	322	271	593	15	21	36
		MTs Muhammadiyah 1	127	108	235	25	7	32
		MTs Al Musthofawiyah	163	238	401	20	14	34
		Kabupaten Tuban 1	**918**	**1,036**	**1,954**	**99**	**52**	**151**
South Sulawesi	Kabupaten Enrekang	MTS DDI Enrekang	42	34	76	7	14	21
		SMPN 1 Anggeraja	304	386	690	18	32	50
		SMPN 1 Enrekang	346	394	740	18	21	39
		SMPN 2 Enrekang	357	402	759	15	29	44
		Kabupaten Enrekang	**1,049**	**1,216**	**2,265**	**58**	**96**	**154**
	Kabupaten Jeneponto	MTSN Romanga	300	283	583	17	26	43
		MTSN Allu	118	114	232	11	20	31
		SMPN 1 Bangkala	305	373	678	15	22	37
		SMPN 1 Binamu	540	591	1,131	20	36	56
		Kabupaten Jeneponto	**1,263**	**1,361**	**2,624**	**63**	**104**	**167**
	Kabupaten Pangkajene Kepulauan	MTS Darussalam	79	84	163	11	14	25
		MTSN Ma`rang	225	221	446	17	23	40
		SMPN 1 Ma`rang	213	248	461	17	30	47
		SMPN 2 Pangkajene	406	478	884	21	35	56
		Kabupaten Pangkajene Kepulauan	**923**	**1,031**	**1,954**	**66**	**102**	**168**

Kabupaten Soppeng	MTS Yasrip Lapajung	86	34	120	19	12	31
	SMP Muhammadiyah	70	88	158	9	12	21
	SMPN 1 Lilirilau	358	411	769	20	41	61
	SMPN 1 Watansoppeng	270	340	610	23	40	63
	Kabupaten Soppeng	**784**	**873**	**1,657**	**71**	**105**	**176**
Kota Palopo	MTSN Model Palopo	399	418	817	12	37	49
	SMPN 3 Palopo	586	548	1,134	21	46	67
	SMPN 4 Palopo	367	345	712	11	35	46
	SMPN 9 Palopo	1,318	296	1,614	11	14	25
	Kota Palopo	**2,670**	**1,607**	**4,277**	**55**	**132**	**187**
Total Cohort 1		31,022	31,610	62,632	1,860	2,198	4,058

COHORT 2

			2007/2008					
Province	**District**	**School Name**	**Students**			**Teachers**		
			Male	**Female**	**Total**	**Male**	**Female**	**Total**
North Sumatra	Kabupaten Dairi	MTS NEGERI SIDIKALANG	66	73	139	2	13	15
		SMP Bukit Cahaya Huta Manik	118	107	225	11	4	15
		SMPN 1 SUMBUL	111	107	218	23	27	50
		SMPN 3 SIDIKALANG	120	139	259	13	32	45
		Kabupaten Dairi	**415**	**426**	**841**	**49**	**76**	**125**
	Kabupaten Tapanuli Selatan	MTS Darul Mursidi	67	97	164	8	11	19
		MTSN BATANG ANGKOLA	179	271	450	5	26	31
		SMPN 1 Padangsidimpuan Barat	357	507	864	11	29	40
		SMPN 2 BATANG ANGKOLA	183	225	408	8	28	36
		Kabupaten Tapanuli Selatan	**786**	**1,100**	**1,886**	**32**	**94**	**126**

West Java	Kabupaten Tapanuli Utara 2	SMPN 1 Sipoholon	321	325	646	14	17	31
		SMPN 2 PANGARIBUAN	218	204	422	12	14	26
		SMPN 2 SIPOHOLON	216	203	419	14	17	31
		SMPN 3 PANGARIBUAN	180	203	383	19	10	29
		Kabupaten Tapanuli Utara 2	**935**	**935**	**1,870**	**59**	**58**	**117**
	Kota Tanjung Balai	MTS AL - FAJRI	36	36	72	7	12	19
		MTS NEGERI TANJUNGBALAI	387	540	927	16	42	58
		SMPN 1 TANJUNGBALAI	370	554	924	14	43	57
		SMPN 5 DATUK BANDAR	251	291	542	6	23	29
		Kota Tanjung Balai	**1,044**	**1,421**	**2,465**	**43**	**120**	**163**
	Kabupaten Garut	MTs Cikajang	209	244	453	10	9	19
		MTs Negeri Tarogong	558	531	1,089	30	38	68
		SMP Negeri 2 Cikajang	367	385	752	19	18	37
		SMPN 4 Tarogong Kidul	932	738	1,670	16	20	36
		Kabupaten Garut	**2,066**	**1,898**	**3,964**	**75**	**85**	**160**
	Kabupaten Indramayu 2	MTs Darul Ikhlas Sukaurip	94	60	154	12	6	18
		MTs Negeri Jatibarang	187	236	423	10	16	26
		SMP Negeri 2 Jatibarang	357	363	720	19	14	33
		SMPN 2 Balongan	185	120	305	12	6	18
		Kabupaten Indramayu 2	**823**	**779**	**1,602**	**53**	**42**	**95**
	Kabupaten Karawang 2	MTs Al-Ahliyah	174	189	363	26	13	39
		MTs Goyatul Jihad	70	107	177	14	6	20
		SMPN 1 Telagasari	698	811	1,509	26	21	47
		SMPN 3 Cikampek	830	642	1,472	42	39	81
		Kabupaten Karawang 2	**1,772**	**1,749**	**3,521**	**108**	**79**	**187**

	Kabupaten Subang	MTs Mekarwangi	117	124	241	13	4	17
		MTs Negeri Kasomalang	287	313	600	18	10	28
		SMPN 3	224	210	434	14	9	23
		SMPN 3 Pagaden	252	230	482	19	19	38
		Kabupaten Subang	**880**	**877**	**1,757**	**64**	**42**	**106**
	Kota Bogor	MTs AL-Ghazaly	162	214	376	14	6	20
		MTS YAPENDI	65	54	119	8	5	13
		SMPN 16 Bogor	527	485	1,012	22	35	57
		SMPN 7 Bogor	490	622	1,112	45	9	54
		Kota Bogor	**1,244**	**1,375**	**2,619**	**89**	**55**	**144**
	Kabupaten Blora	MTs Maarif 2 Blora	103	123	226	12	8	20
		MTs Miftahul Ilmiyah Banjarejo	234	221	455	17	3	20
		SMPN 1 Banjarejo	326	339	665	18	12	30
		SMPN 5 Blora	312	287	599	18	20	38
Central Java		**Kabupaten Blora**	**975**	**970**	**1,945**	**65**	**43**	**108**
	Kabupaten Demak	MTs NU Demak	248	293	541	12	11	23
		MTs NU Jogoloyo	316	332	648	19	11	30
		SMPN 1 Wonosalam	380	303	683	24	14	38
		SMPN 5 Demak	442	308	750	16	33	49
		Kabupaten Demak	**1,386**	**1,236**	**2,622**	**71**	**69**	**140**
	Kabupaten Grobogan	MTs Nuril Huda Tawangharjo	128	202	330	23	12	35
		MTs Yarobi Grobogan	122	123	245	9	4	13
		SMPN 1 Grobogan	551	630	1,181	20	30	50
		SMPN 2 Tawangharjo	168	175	343	14	10	24
		Kabupaten Grobogan	**969**	**1,130**	**2,099**	**66**	**56**	**122**

East Java	Kabupaten Klaten 2	MTs Al Muttaqien Pancasila Sakti Ceper	62	63	125	10	8	18
		SMP N 4 Karanganom	370	340	710	22	31	53
		SMP Pancasila Ceper	99	105	204	15	11	26
		SMPN 1 Ceper	350	370	720	22	37	59
		Kabupaten Klaten 2	**881**	**878**	**1,759**	**69**	**87**	**156**
	Kabupaten Purworejo	MTs An Nawawi Gebang	180	131	311	18	13	31
		MTs Maarif Sidomukti Bener	129	91	220	8	11	19
		SMPN 19 Purworejo	290	299	589	20	17	37
		SMPN 22 Purworejo	333	346	679	20	23	43
		Kabupaten Purworejo	**932**	**867**	**1,799**	**66**	**64**	**130**
	Kabupaten Bojonegoro	MTs. Al Rosyid	312	288	600	24	9	33
		MTs Darul Ulum	244	291	535	20	11	31
		SMP Negeri 2 Baureno	339	204	543	17	14	31
		SMPN 3 Bojonegoro	416	449	865	16	26	42
		Kabupaten Bojonegoro	**1,311**	**1,232**	**2,543**	**77**	**60**	**137**
	Kabupaten Nganjuk	MTs Negeri Nglawak	241	271	512	22	20	42
		MTs. Negeri Tanjunganom	417	469	886	27	27	54
		SMP Negeri 2 Tanjunganom	504	450	954	22	27	49
		SMP Negeri 3 Kertosono	551	473	1,024	36	160	196
		Kabupaten Nganjuk	**1,713**	**1,663**	**3,376**	**107**	**234**	**341**
	Kabupaten Pasuruan	MTs. / MMP Darul Ulum	120	90	210	14	11	25
		MTs. Sunan Ampel	167	178	345	10	14	24
		SMPN 1 Beji	459	520	979	19	40	59
		SMPN 2 Grati	304	288	592	12	17	29
		Kabupaten Pasuruan	**1,050**	**1,076**	**2,126**	**55**	**82**	**137**

	Kabupaten Sampang	MTs Al Jawahir		132	96	228	7	6	13
		MTs Bustanul Ulum		105	80	185	12	8	20
		SMPN 1 Camplong		378	256	634	19	21	40
		SMPN 1 Kedungdung		193	100	293	10	10	20
			Kabupaten Sampang	**808**	**532**	**1340**	**48**	**45**	**93**
	Kabupaten Tuban 2	MTs Miftahul Huda		75	93	168	13	9	22
		MTs Salafiyah Merakurak		227	293	520	19	13	32
		SMPN 1 Merakurak		341	282	623	19	23	42
		SMPN 2 Semanding		212	164	376	12	8	20
			Kabupaten Tuban 2	**855**	**832**	**1687**	**63**	**53**	**116**
Sulawesi Selatan	Kabupaten Luwu	MTs Negeri Belopa		212	230	442	15	26	41
		SMP Muh. Bajo		124	64	188	6	4	10
		SMPN 1 Bajo		388	317	705	19	24	43
		SMPN 1 Belopa		385	410	795	16	27	43
			Kabupaten Luwu	**1,109**	**1,021**	**2,130**	**56**	**81**	**137**
	Kabupaten Pinrang	MTs Negeri		129	150	279	13	13	26
		SMP Negeri 1 Pinrang		440	556	996	28	31	59
		SMP Negeri 5 Pinrang		316	250	566	15	25	40
		SMPN 1 Mt. Bulu		404	451	855	16	30	46
			Kabupaten Pinrang	**1,289**	**1,407**	**2,696**	**72**	**99**	**171**
	Kabupaten Sidenreng Rappang	MTs Mahad DDI		55	49	104	10	13	23
		MTS Negeri Pangsid		64	66	130	13	11	24
		SMPN 1 Pangsid		288	416	704	20	31	51
		SMPN 4 Dua Pitue		175	177	352	10	13	23
			Kabupaten Sidenreng Rappang	**582**	**708**	**1,290**	**53**	**68**	**121**

Kota Makassar	MTs Pondok Madinah Putra		103	-	103	9	9	18
	SMP IMMIM		625	-	625	11	8	19
	SMP YP PGRI		328	257	585	8	20	28
	SMPN 11 Makassar		288	253	541	18	20	38
		Kota Makassar	**1,344**	**510**	**1,854**	**46**	**57**	**103**
	Total Cohort 2		25,169	24,622	49,791	1,486	1,749	3,235

Annex C: Number of Learners and Tutors DBE3 Non Formal Education Partners by Cohort, Province and District

Cohort 1

Province	District	Learners			Tutors		
		Male	Female	Total	Male	Female	Total
North Sumatra	Deli Serdang	27	65	92	7	16	23
	Tapanuli Utara	15	15	30	3	3	6
	Kota Binjai	144	129	273	40	44	84
	Sibolga	102	38	140	4	20	34
	Tebing Tinggi	67	43	110	20	27	37
	Total	**355**	**290**	**645**	**74**	**110**	**184**
West Java	Indramayu	94	51	145	32	8	40
	Karawang	104	47	151	79	14	93
	Sukabumi	142	126	268	49	10	59
	Total	**290**	**224**	**564**	**160**	**32**	**192**
Banten	Lebak	79	60	139	36	20	56
	Tangerang	82	66	148	34	22	56
	Cilegon	142	101	243	29	26	65
	Total	**303**	**227**	**530**	**99**	**68**	**177**
Central Java	Boyolalai	21	17	38	11	13	24
	Jepara	332	225	557	68	33	101
	Kudus	225	149	374	54	20	74
	Karangangyar	192	146	338	37	25	62
	Klaten	100	78	178	19	18	37
	Total	**870**	**615**	**1485**	**189**	**109**	**298**

East Java	Tuban	70	41	111	26	14	40
	Mojokerto	56	59	115	15	4	19
	Sidoarjo	44	35	79	17	12	29
	Surabaya	455	172	627	38	16	54
	Bangkalan	195	144	339	24	7	31
	Total	**820**	**451**	**1271**	**120**	**53**	**173**
South Sulawesi	Enrekang	141	117	258	33	44	77
	Jeneponto	160	197	357	39	29	68
	Pangkajene	81	96	177	21	25	46
	Soppeng	141	173	314	36	50	86
	Kota Palopo	60	95	155	17	19	36
		583	**678**	**1261**	**146**	**167**	**313**
Total Cohort 1		**3271**	**2485**	**5756**	**788**	**539**	**1327**

Cohort 2

Province	District	Learners			Tutors		
		Male	Female	Total	Male	Female	Total
North Sumatra	Dairi	33	15	48	5	8	13
	Tapanuli Selatan	67	48	115	16	25	41
	Tapanuli Utara	36	4	40	6	6	12
	Tanjung Balai	33	47	80	3	9	12
	Total	**169**	**114**	**283**	**30**	**48**	**78**
West Java	Garut	159	128	287	16	31	56
	Indramayu	71	51	122	27	12	39
	Karawang	222	168	390	28	23	78
	Subang	184	165	349	36	19	55
	Bogor	147	124	271	25	21	46
	Total	**783**	**636**	**1419**	**132**	**106**	**274**
Central Java	Blora	377	317	694	93	64	157
	Demak	208	192	400	27	21	48
	Grobogan	152	112	264	37	13	50
	Klaten	48	79	127	23	17	40
	Purworejo	138	113	251	46	23	69
	Total	**923**	**813**	**1736**	**226**	**138**	**364**

East Java	Sampang	90	99	189	20	14	34
	Tuban	171	123	294	31	23	54
	Bojonegoro	318	289	607	43	31	74
	Pasuruan	29	45	74	7	3	10
	Nganjuk	79	50	129	13	8	21
	Total	**687**	**606**	**1293**	**114**	**79**	**193**
South Sulawesi	Luwu	303	349	652	45	45	90
	Pinrang	57	56	113	12	10	22
	Sid Rap	35	54	89	13	16	29
	Makassar	40	83	123	26	19	45
	Total	**435**	**542**	**977**	**96**	**90**	**186**
Total Cohort 2		**2526**	**2320**	**4846**	**537**	**394**	**931**

Annex D: DBE3 Core Trainers 2007 – 2008

	Name	Subject as Core Trainer	Province
1	Karim	English	South Sulawesi
2	Muhammed Yusran	English	South Sulawesi
3	Syamsul Bahri	English	South Sulawesi
4	Lukman	English	South Sulawesi
5	Ratna	English	South Sulawesi
6	Suprapti	English	Central Java
7	Budi Murijiyanto	English	Central Java
8	Rewang Agus Susilo	English	Central Java
9	Agus Adib Lufti	English	Central Java
10	Supartinah	English	Central Java
11	Eka Pramana	English	Central Java
12	Abdus Subhan Jayani	English	West Java
13	Sajidin	English	West Java
14	Esti Dwi Oetama	English	West Java
15	Wahidin Purba	English	North Sumatra
16	Endra Torida	English	North Sumatra
17	Susiliawati	English	North Sumatra
18	Aris Setiawan	English	East Java
19	Chusna	English	East Java
20	Soenaryono	English	East Java
21	Nurdin Tawang	Mathematics	South Sulawesi
22	Irwan	Mathematics	South Sulawesi
23	Pantja Nur Wahidin	Mathematics	South Sulawesi
24	Suyono	Mathematics	Central Java
25	Ali Maskur	Mathematics	Central Java
26	Rodhi	Mathematics	Central Java
27	Sabar Santoso	Mathematics	Central Java
28	Haryanto	Mathematics	Central Java
29	Sri Lestari	Mathematics	Central Java
30	Hera Mudzakir	Mathematics	West Java
31	Asep Jihad	Mathematics	West Java
32	Muntaryo	Mathematics	West Java
33	Basyaria Lubis	Mathematics	North Sumatra
34	Sabam Lumbantobing	Mathematics	North Sumatra
35	Pujita SM Hutabarat	Mathematics	North Sumatra
36	Suprapto	Mathematics	East Java
37	Sulam	Mathematics	East Java
38	Akhmad Arief	Mathematics	East Java
39	Warsi'in	Civic Education	North Sumatra
40	Maruli Hutaruk	Civic Education	North Sumatra
41	Akhiruddin Tanjung	Civic Education	North Sumatra
42	Abd. Basir	Civic Education	South Sulawesi
43	Roket	Civic Education	South Sulawesi
44	Hamsah Abar	Civic Education	South Sulawesi
45	Khumaedah	Civic Education	Central Java
46	Gunawan	Civic Education	Central Java
47	F. Atok Dwiyanto	Civic Education	Central Java
48	Winuk Supiati	Civic Education	East Java
49	HJ. Pudjiati	Civic Education	East Java
50	Darmadi	Civic Education	East Java
51	Harwanto, M.H	Civic Education	West Java
52	H Dindin Solahudin	Civic Education	West Java
53	Yeti Heryati	Civic Education	West Java

Annex E: Teachers in Non Target Schools Participating in DBE3 Training

Cohort one

Year	Province	District	SMP			MTS			Total		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
2007 - 2008	Sumatera Utara	Deli Serdang	39	130	169	10	16	26	49	146	195
		Tapanuli Utara	16	45	61	24	44	68	40	89	129
		Binjai	27	89	116	5	23	28	32	112	144
		Sibolga	14	56	70	0	12	12	14	68	82
		Tebing Tinggi	56	144	200	7	16	23	63	160	223
	Banten	Lebak	24	16	40	11	4	15	35	20	55
		Cilegon	7	21	28	6	8	14	13	29	42
		Tangerang	7	13	20	2	1	3	9	14	23
	Jawa Barat	Indramayu	39	30	69	14	15	29	53	45	98
		Karawang	30	85	115	6	9	15	36	94	130
		Sukabumi	17	5	22	13	0	13	30	5	35
	Jawa Tengah	Boyolali	70	58	128	8	6	14	78	64	142
		Jepara	21	20	41	27	24	51	48	44	92
		Karanganyar	28	37	65	5	6	11	33	43	76
		Klaten	63	105	168	0	5	5	63	110	173
		Kudus	5	11	16	10	12	22	15	23	38
	Jawa Timur	Sidoarjo	34	44	78	3	5	8	37	49	86
		Tuban	5	11	16	6	5	11	11	16	27
		Mojokerto	50	88	138	1	4	5	51	92	143
		Surabaya	65	131	196	5	10	15	70	141	211
		Bangkalan	33	54	87	36	18	54	69	72	141
	Sulawesi Selatan	Jeneponto	32	41	73	8	19	27	40	60	100
		Soppeng	12	20	32	30	26	56	42	46	88
		Pangkep	12	13	25	9	12	21	21	25	46
	TOTAL		**706**	**1,267**	**1,973**	**246**	**300**	**546**	**952**	**1,567**	**2,519**

COHORT 2

Year	Province	District	SMP			MTS			Total		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
2007 - 2008	Sumatera Utara	Dairi	8	22	30	4	8	12	12	30	42
		Tapanuli Utara	41	69	110	0	0	0	41	69	110
		Tanjung Balai	33	72	105	28	51	79	61	123	184
	Jawa Barat	Garut	66	74	140	70	49	119	136	123	259
		Indramayu	81	63	144	47	39	86	128	102	230
		Karawang	83	30	113	58	22	80	141	52	193
		Subang	72	44	116	71	58	129	143	102	245
		Bogor	32	95	127	25	69	94	57	164	221
	Jawa Tengah	Blora	224	192	416	118	56	174	342	248	590
		Demak	30	120	150	66	36	102	96	156	252
		Grobogan	306	245	551	74	142	216	380	387	767
		Klaten	469	468	937	41	62	103	510	530	1,040
		Purworejo	137	417	554	43	47	90	180	464	644
	Jawa Timur	Bojonegoro	89	59	148	84	68	152	173	127	300
		Nganjuk	35	69	104	44	68	112	79	137	216
		Pasuruan	40	50	90	100	136	236	140	186	326
	Sulawesi Selatan	Sidenreng Rappang	22	41	63	10	32	42	32	73	105
		Makassar	32	28	60	12	18	30	44	46	90
	TOTAL		**1,800**	**2,158**	**3,958**	**895**	**961**	**1,856**	**2,695**	**3,119**	**5,814**

Annex F: Data of Students by Cohort and School Type

COHORT 1

PROVINCE	District	Students					
		SMP			MTs		
		Male	Female	Total	Male	Female	Total
North Sumatera	Deli Serdang	825	997	1,822	255	322	577
	Tapanuli Utara	729	722	1,451	57	52	109
	Binjai	1,052	1,001	2,053	291	375	666
	Sibolga	694	746	1,440	409	519	928
	Tebing Tinggi	659	914	1,573	419	429	848
West Java	Indramayu	701	825	1,526	366	458	824
	Karawang	1627	1644	3,271	187	195	382
	Sukabumi	850	867	1,717	322	405	727
Banten	Lebak	867	876	1,743	500	502	1,002
	Tangerang	963	1,115	2,078	652	508	1,160
	Cilegon	885	910	1,795	357	448	805
Central Java	Boyolali	399	481	880	574	524	1,098
	Jepara	497	401	898	345	378	723
	Karanganyar	677	656	1,333	438	457	895
	Klaten	902	685	1,587	347	355	702
	Kudus	650	634	1,284	735	1,051	1,786
East Java	Bangkalan	722	506	1,228	475	609	1,084
	Mojokerto	893	816	1,709	77	64	141
	Sidoarjo	539	450	989	450	420	870
	Surabaya	897	998	1,895	131	171	302
	Tuban	322	271	593	596	765	1,361

PROVINCE	District	Students					
		SMP			MTs		
		Male	Female	Total	Male	Female	Total
South Sulawesi	Enrekang	1,007	1,182	2,189	42	34	76
	Jeneponto	845	964	1,809	418	397	815
	Pangkajene Kepulauan	619	726	1,345	304	305	609
	Soppeng	698	839	1,537	86	34	120
	Palopo	2,271	1,189	3,460	399	418	817
	TOTAL	**21,790**	**21,415**	**43,205**	**9,232**	**10,195**	**19,427**

PROVINCE	District	Students					
		SMP			MTs		
		Male	Female	Total	Male	Female	Total
North Sumatera	Dairi	349	353	702	66	73	139
	Tapanuli Selatan	540	732	1,272	246	368	614
	Tapanuli Utara	935	935	1,870	-	-	-
	Tanjung Balai	621	845	1,466	423	576	999
West Java	Garut	1,299	1,123	2,422	767	775	1,542
	Indramayu	542	483	1,025	281	296	577
	Karawang	1,528	1,453	2,981	244	296	540
	Subang	476	440	916	404	437	841
	Bogor	1,017	1,107	2,124	227	268	495
Central Java	Blora	638	626	1,264	337	344	681
	Demak	822	611	1,433	564	625	1,189
	Grobogan	719	805	1,524	250	325	575
	Klaten	819	815	1,634	62	63	125
	Purworejo	623	645	1,268	309	222	531
East Java	Bojonegoro	755	653	1,408	556	579	1,135
	Nganjuk	1,055	923	1,978	658	740	1,398
	Pasuruan	763	808	1,571	287	268	555
	Sampang	571	356	927	237	176	413
	Tuban	553	446	999	302	386	688
South Sulawesi	Luwu	897	791	1,688	212	230	442
	Pinrang	1,160	1,257	2,417	129	150	279
	Sidenreng Rappang	463	593	1,056	119	115	234
	Makassar	1,241	510	1,751	103	-	103
	TOTAL	**18,386**	**17,310**	**35,696**	**6,783**	**7,312**	**14,095**

Annex G: Target Schools by Province and District reporting a Decrease in the Drop out Rate in 2007/08 as compared to Baseline Data (Cohort 1: 2005/2006 and Cohort 2: 2006/2007)

Cohort 1	Province	No	District	# Schools with decreased DO compared to baseline data	Total # schools	% Schools with decreased DO compared to baseline data
	North Sumatera	1	Kab. Tapanuli Utara 1	1	4	25.00
		2	Kab. Deli Serdang	3	4	75.00
		3	Kota Sibolga	0	4	0.00
		4	Kota Tebing Tinggi	3	4	75.00
		5	Kota Binjai	4	4	100.00
			Sub-total	**11**	**20**	**55.00**
	Banten	1	Kab. Lebak	3	4	75.00
		2	Kota Tangerang	3	4	75.00
		3	Kota Cilegon	4	4	100.00
	West Java	1	Kab. Sukabumi	4	4	100.00
		2	Kab. Indramayu 1	4	4	100.00
		3	Kab. Karawang 1	3	4	75.00
			Sub-total	**21**	**24**	**87.50**
	Central Java	1	Kab. Boyolali	1	4	25.00
		2	Kab. Klaten 1	3	4	75.00
		3	Kab. Karanganyar	4	4	100.00
		4	Kab. Kudus	2	4	50.00
		5	Kab. Jepara	3	4	75.00
			Sub-total	**13**	**20**	**65.00**
	East Java	1	Kab. Sidoarjo	2	4	50.00
		2	Kab. Tuban 1	2	4	50.00
		3	Kab. Bangkalan	4	4	100.00
		4	Kota Mojokerto	3	4	75.00
		5	Kota Surabaya	4	4	100.00
			Sub-total	**15**	**20**	**75.00**
	South Sulawesi	1	Kab. Jeneponto	2	4	50.00
		2	Kab. Pangkajene Kepulauan	3	4	75.00
		3	Kab. Soppeng	3	4	75.00
		4	Kab. Enrekang	3	4	75.00
		5	Kota Palopo	3	4	75.00
			Sub-total	**14**	**20**	**70.00**
	Total Cohort 1			**74**	**104**	**71.15**

Cohort 2	Province	No	District	# Schools with decreased DO compared to baseline data	Total # schools	% Schools with decreased DO compared to baseline data
	North Sumatera	1	Kab. Tapanuli Selatan	0	4	0.00
		2	Kab. Tapanuli Utara 2	2	4	50.00
		3	Kab. Dairi	3	4	75.00
		4	Kota Tanjung Balai	3	4	75.00
			Sub-total	**8**	**16**	**50.00**
	West Java	1	Kab. Garut	3	4	75.00
		2	Kab. Subang	2	4	50.00
		3	Kab. Karawang 2	3	4	75.00
		4	Kab. Indramayu 2	3	4	75.00
		5	Kota Bogor	4	4	100.00
			Sub-total	**15**	**20**	**75.00**
	Central Java	1	Kab. Purworejo	2	4	50.00
		2	Kab. Grobogan	2	4	50.00
		3	Kab. Blora	2	4	50.00
		4	Kab. Klaten 2	2	4	50.00
		5	Kab. Demak	2	4	50.00
			Sub-total	10	20	50.00
	East Java	1	Kab. Pasuruan	4	4	100.00
		2	Kab. Nganjuk	4	4	100.00
		3	Kab. Bojonegoro	2	4	50.00
		4	Kab. Sampang	3	4	75.00
		5	Kab. Tuban 2	2	4	50.00
			Sub-total	**15**	**20**	**75.00**
	South Sulawesi	1	Kab. Pinrang	2	4	50.00
		2	Kab. Luwu	4	4	100.00
		3	Kab. Sidrap	2	4	50.00
		4	Kota Makassar	4	4	100.00
			Sub-total	**12**	**16**	**75.00**
	Total Cohort 2			**60**	**94**	**63.83**

Annex H: Data of Teachers by Cohort and School Type

PROVINCE	District	Teachers					
		SMP			MTs		
		Male	Female	Total	Male	Female	Total
North Sumatera	Deli Serdang	35	95	130	14	35	49
	Tapanuli Utara	32	60	92	7	10	17
	Binjai	44	89	133	10	19	29
	Sibolga	30	61	91	26	34	60
	Tebing Tinggi	29	62	91	25	26	51
West Java	Indramayu	36	25	61	37	20	57
	Karawang	82	68	150	8	22	30
	Sukabumi	38	28	66	21	12	33
Banten	Lebak	55	39	94	47	32	79
	Tangerang	68	76	144	46	36	82
	Cilegon	29	52	81	40	29	69
Centarl Java	Boyolali	32	38	70	43	37	80
	Jepara	34	26	60	32	15	47
	Karanganyar	44	50	94	44	32	76
	Klaten	60	53	113	26	32	58
	Kudus	44	45	89	64	33	97
East Java	Bangkalan	31	73	104	32	34	66
	Mojokerto	49	61	110	12	8	20
	Sidoarjo	36	35	71	48	18	66
	Surabaya	39	62	101	19	25	44
	Tuban	15	21	36	84	31	115
South Sulawesi	Enrekang	51	82	133	7	14	21
	Jeneponto	35	58	93	28	46	74
	Pangkajene Kepulauan	38	65	103	28	37	65
	Soppeng	52	93	145	19	12	31
	Palopo	43	95	138	12	37	49
	TOTAL	**1,081**	**1,512**	**2,593**	**779**	**686**	**1,465**

PROVINCE	District	Teachers					
		SMP			MTs		
		Male	Female	Total	Male	Female	Total
North Sumatera	Dairi	47	63	110	2	13	15
	Tapanuli Selatan	19	57	76	13	37	50
	Tapanuli Utara	59	58	117	-	-	-
	Tanjung Balai	20	66	86	23	54	77
West Java	Garut	35	38	73	40	47	87
	Indramayu	31	20	51	22	22	44
	Karawang	68	60	128	40	19	59
	Subang	33	28	61	31	14	45
	Bogor	67	44	111	22	11	33
Central Java	Blora	36	32	68	29	11	40
	Demak	40	47	87	31	22	53
	Grobogan	34	40	74	32	16	48
	Klaten	59	79	138	10	8	18
	Purworejo	40	40	80	26	24	50
East Java	Bojonegoro	33	40	73	44	20	64
	Nganjuk	58	187	245	49	47	96
	Pasuruan	31	57	88	24	25	49
	Sampang	29	31	60	19	14	33
	Tuban	31	31	62	32	22	54
South Sulawesi	Luwu	41	55	96	15	26	41
	Pinrang	59	86	145	13	13	26
	Sidenreng Rappang	30	44	74	23	24	47
	Makassar	37	48	85	9	9	18
	TOTAL	**937**	**1,251**	**2,188**	**549**	**498**	**1,047**

Annex I: Non Cash Grants Program for Non Formal Education 2007/08

Province	District	Non Formal Education Provider	To support Vocational Training	Status
West Java/ Banten	Indramayu	Jaka Anom	Motor cycle service	Completed
		Istiqomah	Computer operation	Completed
		Darun Nahwi	Motor cycle service	Completed
		Tunas Warga	Toy creation	Completed
		Al-Fattah	Motor cycle service	Completed
	Karawang	Cepat Tepat	Mechanics of motor cycle	Completed
		Aditya	Motor cycle service	Completed
		Warnasari	Plaited chair and desk	Completed
	Sukabumi	Sinar Samudera	Computer operation	Completed
		Darussalam	Computer operation	Completed
		Taruna Bhakti	Computer operation	Completed
		At-Taqwa	Photography and editing	Completed
		Al-Muhajirin	Computer operation	Completed
	Cilegon	Melati	Computer operation	Completed
		Al-Insyirah	Electrical welding	Completed
		Widya Bina Karya	Electrical welding	Completed
	Tangerang	Pancakarya	Process of silk-screening	Completed
		Bina Insani	Sewing/tailoring	Completed
		Istimewa Lapas	Computer operation	Completed
		Merdeka	Sewing/tailoring	Completed
	Lebak	Al-Ishlah	Computer & Internet	Completed
		Raudlotul Sholihin	Computer operation	Completed
		Muara madur	Computer operation	Completed
		Tanjung Layar	Computer and music	Completed
North Sumatra	Tebing Tinggi	Paket B Harapan 2	Sewing and computer operation	Completed
		Paket B Harapan 3	Sewing/tailoring	Completed
		PKBM Taqwa	Computer operation	Completed
		Paket B Cendana Melati	Beauty salon and computer operation	Completed
		Paket B Melati Tunas	Computer operation, silk screening and calligraphy	Completed
		Paket B Laskar Nurul	Electrical welding and computer operation	Non complete, resources will be returned to DBE3
	Binjai	PKBM Budi Utomo	Computer operation	Completed
		PKBM Asuhan Ayah Bunda	Process of silk-screening	Completed
		Yayasan Karang	Event organizing	Completed
	Deli Serdang	KPB Pintar	Sewing/tailoring	Completed
		Yayasan Lembaga Pemberdayaan Masyarakat Marginal (YLPMM)	Sewing	Completed
		Ponpes Al-Amin	Process of silk-screening	Completed
		KPB Semangat	Computer operation and graphic design	Completed
		Yayasan Madya Insani	Community Radio training	Non complete, resources will be returned to DBE3
	Sibolga	PKBM Cerdas	Hair & make-up beauty salon	Completed
	Tapanuli Utara	Paket B Mapan	Hair & make-up and automotive/tire repair	Completed

Province	District	Non Formal Education Provider	To support Vocational Training	Status
East Java	Bangkalan	PP Al Bakriyah	Computer operation	Completed
		PKBM Trunojoyo	Computer operation	Completed
		PP Al Kholiliyah An Nuoniyah	Computer operation	Completed
		PP Syaichonah Moch. Kholil	Computer operation	Completed
		PKBM Ababiel	Computer operation	Completed
	Mojokerto	PP As Sholikhiyah	Computer operation	Completed
		PP Sabilul Muttaqin	Computer operation	Completed
		PKBM Bina Insan Sejahtera	Computer operation and graphic design	Completed
		PKBM Mojopahit	Computer operation	Completed
	Sidoarjo	PKBM Sumber Ilmu	Computer operation	Completed
		PKBM Edelweis	Fabrication and sewing/tailoring	Completed
	Surabaya	PKBM Taman Belajar	Computer and internet	Completed
		PP Darut Tauhid	Computer operation	Completed
		PP Al Fitrah	Home industry and fabrics	Completed
		PKBM Wipra	Computer operation	Completed
	Tuban	PP Assamarqondi	Sewing/tailoring	Completed
		PKBM Wilis Jaya	Computer operation and sewing	Completed
		PP Widya Pantura	Computer operation and sewing	Completed
		PP Salaf Al Alamin	Computer operation and sewing	Completed
		PP Al Hidayah	Computer operation	Completed
Central Java	Klaten	PP. Urwatul Wutsqo, Klaten Utara	Computer training	Completed
		PKBM. Marsudi Karya, Jogonalan	Sewing training	Completed
		PP. Al Anwar Muhammadiyah, Jogonalan	Computer Training	Completed
	Boyolali	PKBM Tunas Mulia	Internet Training	Completed
		PP. Nurul Ula	Livestock Training (Cow)	Completed
	Karangangyar	PP. Al Mukhlisin, Karanganyar	Sewing Training	Completed
		PP. Al Mukhlisin, Karanganyar	Sewing Training	Completed
		PKBM Bimma, Jatipuro	Computer Training	Completed
		TPQ Darun Najh, Jatipuro	Computer Training	Completed
	Kudus	LPPTM Wana Bakti Manunggal, Kaliwungu	Computer and Hand phone Technician Training	Completed
		PP. Al Furqon, Kaliwungu	Sewing Training	Completed
		PKBM Utomo, Gebog	Sewing Training	Completed
		PP. Al Qudsiyah, Gebog	Computer Training	Completed
	Jepara	KPB Nurul Muhtadin, Tahunan	Silk Screen, Computer and Sewing Training	Completed
		PP. Nurul Huda Mantingan, Tahunan	Computer and Sewing Training	Completed
		PP. Nurul Huda Tegal Sambi, Tahunan	Computer Training	Completed
		PKBM Krida Wiyata, Nalumsari	Computer Training	Completed
		PP. Raudhatul Mubtadiin, Nalumsari	Sewing Training	Completed

Province	District	Non Formal Education Provider	To support Vocational Training	Status
		PKBM Wisata Indah	1. Honey Bee cultivation training and follow up support 2. Fern handicrafts training and follow up support 3. Office supplies	
		PKBM Melati	1. Fish and duck seeding/cultivation 2. English course 3. Computer training	
		PKBM Paradigma	1. Learning equipments maintenance 2. Computer training 3. Leadership training	
South Sulawesi	Enrekang	PKBM Sofi Ganesha	1. Computer training 2. Sewing/tailoring	
		LSM Sulawesi Baru	Computer training	
		PKBM Bambapuang	Computer and English training	
		PKBM Melati	Computer training	
	Jeneponto	PKBM Permata Jaya	Bridal make-up training	
		Pesantren Madaniyah	School library construction	
		PKBM Sejati	Automotive mechanic training	
		PKBM Nur Alif	1. Reading books procurement 2. Computer procurement 3. Bookshelf, reading tables and chairs procurement	
		YPPLS	Community library and computer procurement	
	Pangkajene	PP DDI Baru-Baru Tangnga	Computer operation	
		PKBM Tunas Muda	1. Reading books procurement 2. Computer and printer procurement 3. Bookshelf, reading tables and chairs procurement	
		PKBM Sempurna	1. Reading books procurement 2. Computer procurement 3. Bookshelf, reading tables and chairs procurement	
	Soppeng	LSM Yayasan Sumpunglolo	English language training and computer procurement	
		LSM Yayasan Padi	Increasing organization and tutorial capacity	
		PKBM Harmonis	Community library and computer procurement	
		PKBM Lompengeng	Community library and computer procurement	

Annex J: Number of Tutors from Target Non Formal Education Providers Trained 2007/08 by Province, District and NFE Provider Type

Cohort 1

Year	Province	District	Type	# Tutors Trained		
				Male	Female	Total
2007/2008	North Sumatera	Tapanuli Utara	Kejar Paket B	2	1	3
		Deli Serdang	Kejar Paket B	2	1	3
			PP	2	0	2
			LPM	3	2	5
		Tebing Tinggi	Kejar Paket B	8	4	12
			PKBM Paket B	1	2	3
		Binjai	PKBM	1	1	2
			Kejar Paket B	3	4	7
			LSM	1	1	2
		Sibolga	Kejar Paket B	1	2	3
	West Java & Banten	Karawang	PKBM	5	1	6
		Indramayu	PKBM	3	5	8
			PP	2	0	2
		Sukabumi	PKBM	5	4	9
		Cilegon	PKBM	2	4	6
		Lebak	PKBM	2	2	4
			PP	1	1	2
		Tangerang	PKBM	5	3	8
	Central Java	Jepara	Kejar Paket B	0	2	2
			PP	4	2	6
			PKBM	1	1	2
		Kudus	PKBM	2	0	2
			PP	2	3	5
			LSM	2	1	3
		Klaten	PKBM	0	1	1
			PP	5	3	8
		Karanganyar	PKBM	2	3	5
			PP	1	1	2
			SKB	1	2	3
		Boyolali	PP	2	0	2
			PKBM	1	2	3

Year	Province	District	Type	# Tutors Trained		
				Male	Female	Total
	East Java	Tuban	PKBM	3	2	5
			PP	6	2	8
		Mojokerto	PKBM	2	3	5
			PP	3	0	3
		Sidoarjo	PKBM	5	4	9
			PP	2	0	2
		Surabaya	PKBM	3	2	5
			PP	4	1	5
		Bangkalan	PKBM	2	2	4
			PP	4	2	6
	South Sulawesi	Palopo	PKBM	2	3	5
			PP	2	0	2
			LSM	1	1	2
		Soppeng	PKBM	1	3	4
			LSM	2	1	3
		Pangkep	PKBM	2	2	4
			PP	3	1	4
		Enrekang	PKBM	1	3	4
			LSM	2	2	4
		Jeneponto	PKBM	4	3	7
			PP	2	0	2
			LSM	1	1	2
			Total	**129**	**97**	**226**

Year	Province	District	Type	# Tutors Trained		
				Male	Female	Total
2007/2008	North Sumatera	Tanjung Balai	PKBM	2	2	4
		Dairi	PKBM	1	1	2
			SKB	2	0	2
		Tapanuli Utara	Kejar Paket B	1	2	3
		Tapanuli Selatan	Kejar Paket B	3	1	4
			PKBM	2	0	2
			SKB	1	2	3
	West Java & Banten	Karawang	PKBM	1	3	4
			PP	4	0	4
		Subang	PKBM	3	4	7
		Garut	PKBM	3	1	4
			PP	4	0	4
		Indramayu	PKBM	3	5	8
		Bogor	PKBM	4	4	8
	Central Java	Demak	PKBM	2	0	2
			PP	6	2	8
		Grobogan	PKBM	2	1	3
			PP	3	1	4
		Blora	PKBM	2	2	4
			PP	3	1	4
		Klaten	PKBM	1	3	4
			PP	4	0	4
		Purworejo	PKBM	3	2	5
			PP	3	1	4
	East Java	Sampang	PKBM	2	2	4
			PP	4	1	5
		Tuban	PKBM	1	3	4
			PP	3	1	4
		Bojonegoro	PKBM	2	1	3
			PP	4	2	6
		Nganjuk	Kejar Paket B	0	2	2
			PP	2	2	4
		Pasuruan	Kejar Paket B	1	3	4
			PP	2	2	4
	South Sulawesi	Pinrang	PKBM	1	3	4
			PP	2	0	2
		Sidrap	PKBM	2	6	8
			PP	2	0	2
		LUWU	PKBM	3	3	6
			PP	1	1	2
		Makassar	PKBM	2	4	6
			PP	1	0	1
		Total		**98**	**74**	**172**